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Preface

This volume has been produced in conformity with resolution 1.1321 adopted by the General Conference of Unesco at its eleventh session and in collaboration with the International Bureau of Education, Geneva.

In arriving at the definition of the work and the framework laid down for national chapters, the Secretariat was assisted and guided by a group of consultants who met at two working parties in April 1960 and April 1961. The full list of names is given below. For the main part, consultants prepared in successive versions the chapters for their own countries, and to them credit must be given not only for the over-all design but also for a large part of the present text.

The pattern finally adopted was sent out to Unesco's Member States in May 1961 with a request for information about their educational publications in the period 1955-60. Thanks are due to the many National Commissions for Unesco whose responses have made possible this first co-operative attempt to produce an international guide to the literature of education.

The Secretariat also wishes to record its gratitude to three librarians who contributed a great deal during preparatory and editorial stages. Mr. P. J. de la Garza, of the Columbus Library, Organization of American States, prepared and edited entries for Latin American States; Miss M. Couch, of the University of London Institute of Education Library, prepared material on territories administered by the United Kingdom; and Miss N. Booker, of the University of Sydney Library, helped the Secretariat in the exacting task of getting the entire manuscript ready for press.

It remains to note that this *International guide to educational documentation 1955-1960* was produced at a time of rapid political evolution in many parts of the world. The table of contents was drawn up on 1 April 1962 and reflects the status of countries and territories on that date, whereas the literature covered by the book relates mainly to the period 1955 to 1960. Anomalies of this nature will be removed only when the *International guide* becomes a regular serial production at five-yearly intervals, with a sense of continuity and progress.

In this publication the designations employed and the presentation of the material do not imply the expression of any opinion whatsoever on the part of the Unesco Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of the frontiers of any country or territory.

Consultant group

The following consultants met in 1960 and 1961 to advise the Secretariat on the preparation of this volume. The posts referred to were those occupied by the consultants at the time of the meeting.

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Dr. George Baron, Senior Lecturer in Contemporary British Educational Institutions, University of London Institute of Education, London, United Kingdom.

Dr. Mohammad Khairy Harby, Head of the Documentation and Research Centre for Education, Ministry of Education, Cairo, United Arab Republic.

Dr. Franz Hilker, Director of the Dokumentations- und Auskunftsdienst, Pädagogische Arbeitsstelle, Bonn, Federal Republic of Germany.

Mrs. Zojica Levi, Head of the Documentation Bureau, Federal Institute for Educational Research, Belgrade, Yugoslavia.

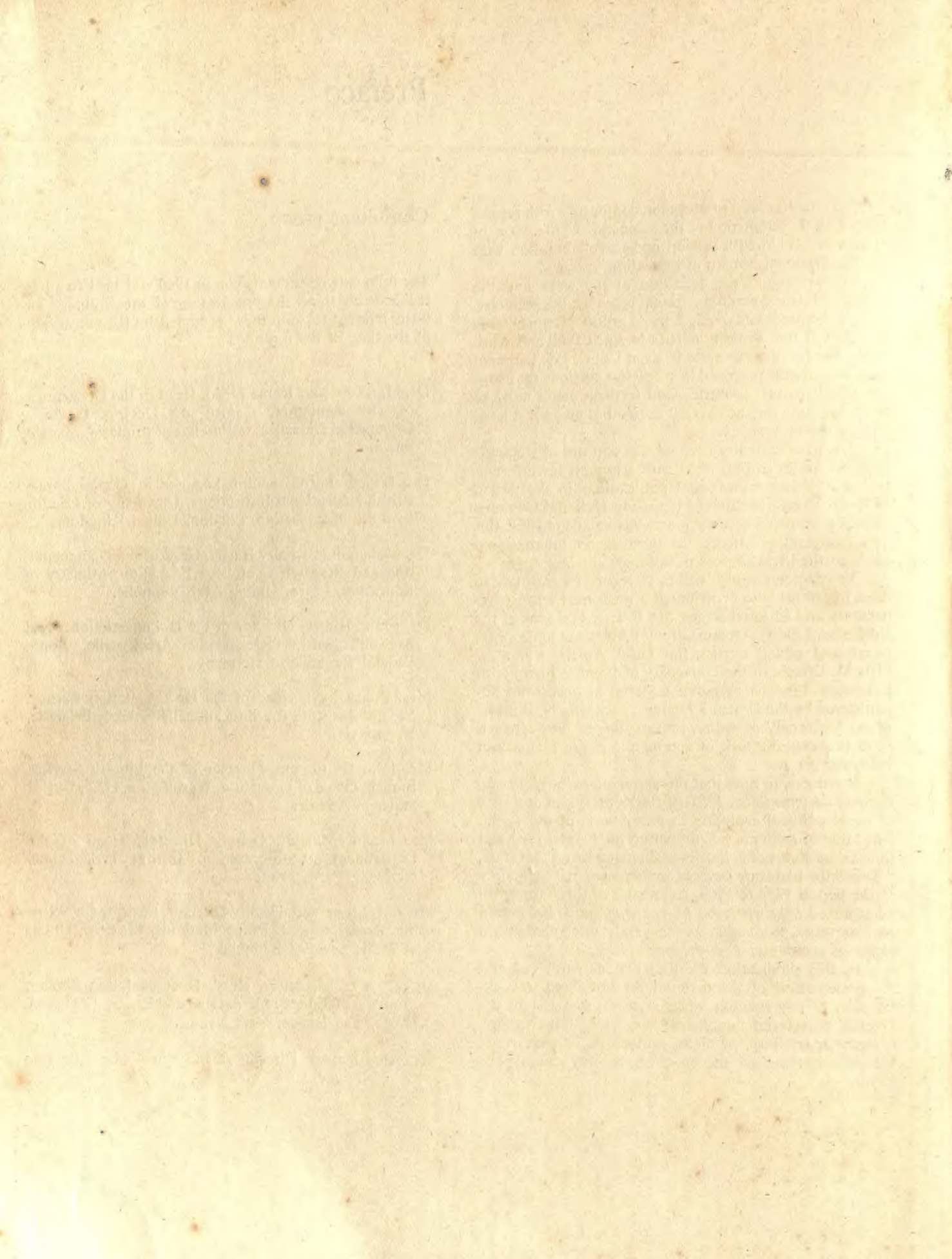
Mr. John G. Lorenz, Director of the Library Services Branch, Office of Education, Washington, D.C., United States of America.

Mr. Joseph Majault, Deputy Director, Head of the Department of Information, Institut Pédagogique National, Paris, France.

Mr. E. I. Monoszon, Deputy Director, Institute for Scientific Research on Teaching Methods, Moscow, Union of Soviet Socialist Republics.

Dr. K. I. L. M. Peters, Head, Documentation Bureau, Ministry of Education, Arts and Sciences, 1, Nieuwe Uitleg, The Hague, Netherlands.

Mr. Kjell Rotnes, Director of the Norsk Skolemuseum, Oslo, Norway.



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Introduction

By way of introducing this new work of reference in the field of education, several points call for attention: the general purposes of the publication, its organization, some guidance on its use, an account of the process of compilation and finally an assessment of the extent to which aims have been achieved.

Grounds for issuing the 'International guide'

Leaving aside for the moment a definition of what the book contains, there is an evident need for a work which will guide the reader to the contemporary literature of education. The past decade has been a period when all nations have devoted a notable amount of energy to the construction or reconstruction of their systems of education. The numbers of children and adolescents enrolled in schools and colleges have risen steeply, with corresponding increases in the preparation of teachers. These quantitative changes have been accompanied—whether as cause or as effect—by a reconsideration of the very fabric of education, its content and methods and the goals set for the schools. Such a process implies of course an added interest in educational research, in the scientific aspect of teaching, learning and organization, and its results in policy decisions which apply with varying degrees of comprehensiveness to national systems of education.

At the same time that the literature of education expands within countries, the search for experience abroad also increases. Some evidence of this traffic may be found in present-day international programmes in education and in bilateral exchanges between countries. Whether the educationist himself travels, or receives students from abroad, or tries to sum up current knowledge on a problem before embarking on a piece of research, the result in documentary terms is much the same—a demand for information and, if possible, for the principal documents on education from one or more countries. The development of adequate policies and the scientific conduct of educational studies require that existing knowledge be accessible, which in turn means a systematic treatment of educational documentation.

This particular problem has engaged documentalists and bibliographers working at the national level, as well as those responsible for international programmes.¹ Few individual countries have in fact succeeded in dealing satisfactorily with their own production of documents in the vast field of education. This being the case, it may seem a hazardous venture to seek a solution that embraces more than ten countries. But the important point is rather that there is a trend towards the systematic handling of documentation. The production of national reference works in education continues to rise. In many countries,

too, a serious effort is being made to create or improve national agencies for educational documentation and information. It is as part of this trend that Unesco undertakes certain compilatory tasks, drawing from available national resources and attempting to provide a framework for future work and collaboration.

In brief, then, the *International guide to educational documentation* has been prepared by Unesco as a tool: it is intended to serve all those working as students or practitioners in the field of education by improving the availability of materials. This forms one expression of the broadest purposes of the Organization, promoting contact and collaboration between educators, making communication between countries easier, and thus leading to better international understanding. Apart from these functions, the *International guide* should also have intrinsic value as a record of what has so far been achieved, nationally and internationally, by educational documentalists—and as an incentive to further endeavours.

The preceding paragraph sets out in a general form the aims which this volume is designed to achieve. The work is planned for librarians, documentalists, students and all those engaged in the educational process. It represents, for each country covered, an inventory of its resources in educational documentation, presented in a form likely to be of most use to the foreign reader. The stress is placed as much on explanation and annotation as on bibliographical accuracy so that the reader may be helped to understand documentation in foreign countries, to select material answering his needs and to locate or obtain such material.

By the nature of the comparative approach which Unesco's name implies, the preparation of the *International guide* has also involved a measure of standardization and systematic treatment. The common pattern running through the volume is at least a start in the establishment of uniform terminology, categories and modes of presentation. On this basis one may hope to see a great deal of further progress in the preparation of needed reference materials; and as international standards are increasingly applied, materials from individual countries will become more useful to educators elsewhere.

Finally, the *International guide* is also a handbook for national centres of educational documentation, both those just starting and those attempting to improve their inter-

1. See for example such works as the following which have contributed a great deal to the theoretical framework of this volume:

ALEXANDER, Carter; BURKE, Arvid J. *How to locate educational information and data*, 4th ed. New York, Bureau of Publications, Teachers College, Columbia University, 1958. 419 p.

BARON, George. *A bibliographical guide to the English educational system*, 2nd ed. London, Athlone Press, 1960. 97 p.

Documentatieblad, 1946- . The Hague, Ministry of Education, Arts and Sciences. Monthly, with annual index.

Prosvetna dokumentacija. Bilten Saveznog zavoda za proučavanje školskih i prosvetnih pitanja, 1957- . Belgrade, Savremena škola. Bi-monthly.

national contacts. By drawing together the resources of many countries, the volume enriches the means available for national documentation. The single aspect of directing inquiries to the right quarter, for example, is likely to produce a considerable saving of time and effort.

Some definitions

The title *International guide to educational documentation* contains four words which demand definition sooner or later.

The volume is concerned primarily with the system and process of education as understood in the country of origin. Some emphasis is placed on the in-school or formal aspect of the term 'education', for the obvious reason that it is extremely difficult to draw a distinction between informal education and life at large, between relevant literature and all literature.

'Documentation' is a term less commonly used in English than in French. It is taken in this volume to cover all materials (books, pamphlets, periodicals, occasional papers, film and sound recordings, etc.) where information may be found regarding education. The term should include also the materials used for education—the entire range of teaching aids—and some place is given to this second category, although it is treated less fully than the former. An effort has been made to deal with documentation issued or published in the period from 1955 to 1960. Some exceptions to the rule have been admitted: important works dated before 1955 and, in the case of international sources well known to the Secretariat, more recent items from 1961 or 1962.

Perhaps the adjective 'international' should convey a sense of universality. To be adequate, a reference book on education ought to cover the two hundred distinct educational systems in the world today. The present volume is not complete in the geographical sense. It has, however, the essential international quality of having been designed and edited with the foreign reader in mind, rather than the national of the country concerned.

In the last place, this book is a 'guide' to sources of documentation; it is a key, a means of contact, and it does not purport to be a bibliography, a directory or an encyclopaedia. This point needs stressing; indeed, it is one which the compilers have tried to keep constantly before themselves. In no chapter of the volume will the reader find a reasoned bibliography of the educational literature of a given country for a given period. What he will find is a listing of the principal sources—reference and other books mainly, but also agencies and institutions—to which he may turn for further information. Sufficient explanation is given about the sources to make the next line of inquiry more pertinent.

It must be admitted that the narrow definition of the *International guide* as a bibliography of bibliographies is frequently not applied in the course of the volume. Where a general source is lacking, the substitute is a selected bibliography or list. But this is regarded always as a second-best solution.

How the volume is organized

The first section, immediately following the Introduction, is devoted to international collaboration in education. It contains an annotated list of international sources, the mention of which early in the volume makes possible a certain reduction in references found in national chapters. Then comes a listing of the principal international organizations which issue educational documents. The succinct treatment dealing with sources rather than titles is in keeping with the general editorial policy for the book.

The major part of the book follows the international section and contains a series of national chapters arranged alphabetically. For ease of reference and to avoid repetitions, non-self-governing territories are placed immediately after the State responsible for their administration.

Finally, there is a listing of works on foreign education, removed from the national chapters of their country of origin (because not relevant) and placed together in what may subsequently become a more substantial bibliography of international comparative and foreign education.

As far as possible a common pattern has been employed for national chapters. The categories, with a few comments on what they include and exclude, are:

An opening reference to a national documentation centre on education, where this exists and is able to provide further information.

Reference works

The section includes encyclopaedias and dictionaries of education (i.e., comprehensive, well organized and indexed works); handbooks, guides and yearbooks (compendious works which provide ready reference information on education and educational establishments and which may compensate for the absence of encyclopaedic works); and comprehensive bibliographies (including periodicals of an essentially bibliographical character).

Where reference works on education do not exist, it may be necessary to cite general reference works, in which case the annotation is expected to show clearly what educational information can be obtained from the book.

Legislative and policy documentation

This section is introduced by an account of the legal basis of education in the country, designed to bring out the nature and force of the various relevant documents, such as constitutions, laws, decrees, ordinances, regulations, etc.

Included in the section are collections of laws (with references to specific laws if necessary); codes of school law and similar interpretations or commentaries; and policy documentation (i.e., parliamentary debates, commission reports linked to legislative functions, reports of planning bodies, etc.).

An effort is made to exclude bills and other documents without legal force.

Administration of the educational system

After a note on the administration and supervision of the educational system, the section covers: annual and other official reports, documents concerned with executive, administrative and advisory functions; and publications describing how the educational system is financed. Commentaries on the administrative structure may form a separate division.

Statistical works are excluded, as they have a distinct section later.

Structure and organization

This section deals with the types of educational establishment, their interrelationship and the way in which work is organized within them. It includes: general works (i.e., those covering the whole educational system); specialized works (treating various levels or types of institution); content and method works (curricular materials not covered earlier); and works describing the progress of students through the system (guidance, examination, certification, etc.).

The section should not contain lists of institutions or of institutional publications. The literature of professional education (other than teacher education) should not be treated except within the broader framework of universities and higher education.

Educational studies and research

This section is intended for scientific works on the educational process and educational system, more often issued from private and institutional sources than from government agencies. The section may have an introductory note on the organization of research and experimentation and includes: sources for locating research results and research in progress; major works on educational theory; educa-

tional psychology (including adult learning); educational sociology; comparative education; and appropriate congress and conference findings.

Other divisions are permissible, according to usage in the country concerned. In particular, attention may be directed to journals, as the most frequent channel of communication, and to textbooks used in teacher education.

The section excludes comprehensive listings of research centres, studies and journals.

Textbooks and instructional materials

Designed to help readers locate the materials used in teaching, the section comprises: sources for locating educational publishers; directories and indexes of educational publications; references to selected lists, recommended lists, etc., of textbooks and other materials issued by competent bodies; similar treatment of audio-visual aids and other instructional materials.

The section excludes the materials used in adult and higher education.

Education associations

Following a note on the role played by associations, the section covers: reference books which list associations; if necessary, the principal associations from the point of view of sources of documentation; the publication lists, year-books and non-periodical publications of associations.

In general, attention is focused on nation-wide bodies, but some countries may find it necessary to include regional bodies.

Educational journals

Limited to periodicals which are strictly educational in character, the section covers: periodical indexes; references to lists of periodicals; and, if necessary, a selected list of periodicals.

Educational statistics

This section deals with statistical publications pertaining to the national system of education, including those treating the educational aspects of demographic and occupational statistics. It covers: the principal sources (periodical, occasional); and, if necessary, a selected listing of works.

The section excludes the statistics themselves and any works in progress but not yet completed.

Education biography

Designed to show where data about people (addresses, careers, works), both past and present, may be located, the section includes: references to biographical diction-

aries and encyclopaedias (special and general); specific lists of leading educators; useful places to which inquiry can be made; brief listing of recently published definitive bibliographies and lives of eminent educators.

The section excludes a listing of persons.

Education libraries and museums

Devoted to institutions which specialize in education, the section covers directories of libraries, if necessary, special mention of up to six institutions, references to union catalogues.

Inter-availability of educational resources

This comprises sources and published works within the country contributing to international exchanges.

The volume concludes with an index to authors and titles of publications and institutions, arranged alphabetically.

Points of presentation

At the technical level, it may be of value to state here the principles that have been followed in editing the volume for style. These may be summed up as follows:

Serial numbering is adopted within each chapter. A number is allotted to each bibliographical or directory entry, with the exception of individual textbook publishers for which there is no annotation; the number appears clearly in the margin. The component items of lists are not numbered.

Cross-references are based on the serial numbers. Within a chapter the cross-reference is indicated simply by a number in square brackets, e.g. [134]. If the reference is to an entry in a chapter for some other country, the number is preceded by the name of the country, e.g. [Belgium 134] for Belgium item 134; similarly [International sources 8] refers to item 8 in the first chapter.

Bibliographical style has followed a set of simple rules. For languages with non-Roman alphabets the data are transliterated into Roman alphabet according to accepted standards. French and Spanish terms are given without translation. For other languages, the usual practice has been to provide a translation into English, in parentheses, of the name of the corporate author, the title of the work, or the directory item. Unless otherwise stated, the language of the work's original title is also the language in which it is published.

The check-list of bibliographical data is:

Books or monographs

1. Author (or authors, if more than one) or editor.
 - (a) personal: family name followed by fore-names, in full if possible;
 - (b) corporate bodies (governments and their agencies, societies, congresses, institutions): in original language without country name.Laws and other documentation emanating from the executive authority are entered under title, but if a Ministry is the author its name is used.
2. Title—complete, with sub-titles if any.
3. Edition (number of edition).
4. Place of publication.
5. Publisher.
6. Date of publication.
7. Number of pages or, if the work is in several volumes, the number of volumes.
8. Series, if any, and the number of the work in the series.

Periodicals in general

1. Title and sub-title.
2. Date of first issue.
3. Place of publication.
4. Publisher.
5. Periodicity.

Periodical articles

1. Complete name of author of the article.
2. Title of the article.
3. Title of the periodical.
4. Volume, number and date of the issue in which the article is found.
5. Pages where the article is found.

Directory style This style is also simple. The full address is set out consecutively, omitting the name of the country. For policy as regards language, see paragraph on 'Bibliographical style' above.

Alphabetical order Wherever possible alphabetical order is followed in units of entries under a common heading. The order is that of the Roman alphabet, which involves some transposing of items transliterated from other alphabets.

Explanatory texts and annotations. These are kept brief and, it is hoped, clear. But beyond somewhat subjective criteria in regard to style, no rules have been laid down for form or defining vocabulary.

How the volume was compiled

A short account of this process may help readers to assess the value of the material before them. For future purposes, too, it is hoped that constructive comments from educationists will take into account the procedures that are inevitable in an international compilation.

In 1959 the Secretariat of Unesco circulated to a number of national agencies a check-list of points which it considered important to cover in a survey of educational documentation. Comments were embodied in a fuller outline and a number of leading documentalists were then asked to prepare corresponding papers on their own countries. These ten consultants were for the most part senior officials in national documentation centres; some were educationists in the academic field with strong interest in research and the use of sources. The full list of consultants appears in the Preface. At a first meeting in April 1960 the consultants examined their own replies to the basic outline; discussion took the form of a comparative process where similarities and differences of approach were brought to the surface and where a number of standards were agreed to. The meeting produced a new questionnaire or outline sufficiently different from the earlier one to require extensive revision of the existing texts.

The questionnaire was sent to all Member States in the summer of 1960, with a sample model chapter, that on Yugoslavia. Replies were received during the first nine months of 1961. In April of that year the consultants held a second meeting to examine the progress of the work and to discuss outstanding problems arising from presentation and from the international elements of the survey. For the rest, the Unesco Secretariat edited and translated texts as they arrived and compiled the parts of the work preceding the national chapters.

It will be noted that the material in this edition of the *International guide* has varying degrees of official recognition. The consultants were themselves authors, usually backed by the resources and authority of their agencies or institutions. National Commissions for Unesco contributed most of the chapters. As stated in the Preface, two specialists were asked to draft chapters for two large groups of countries which had not responded to the questionnaire.

Despite this complex set of sources, it is believed that the *International guide to educational documentation* is reliable, objective and reasonably homogeneous. Editorial work by the Secretariat has been particularly heavy in the effort to obtain a clear text, uniform presentation and a reasonable balance between explanatory notes and the sources themselves.

Since all information gets out of date, and none more so than bibliographical, attention may be drawn to the

timing of this work. Texts were prepared during 1961, having as their scope the period 1955 to 1960. The starting date is not applied strictly. It was chosen in the belief that a span of five to six years would provide an adequate body of material and also a satisfactory rhythm for successive editions of the volume.

It follows that the gap between January 1961 and the date of publication of the *International guide* is the shadow area on which the volume casts no light. The consultant group expressed concern at this gap and suggested that the Secretariat reduce the time-lag by issuing the volume in a provisional form, in near-print rather than letterpress, with a definitive edition to follow soon after. However sound this advice, the Secretariat was obliged to adopt the present course for two cogent reasons. First, the amount of editorial work and the task of seeing the text through the press have proved unusually heavy, even by international standards. It will be difficult to absorb the load more often than once in five years. The issue of an unedited provisional edition, while sparing the editors, would probably not have brought the reader a really useful book. And second, the design of the *International guide* does seem to contain much of long-range interest. By focusing attention on sources (which are not items of daily occurrence), the volume should not get out of date as rapidly as more familiar bibliographical works do.

The publishing policy of the Secretariat thus amounts to claiming that the *International guide* in its present form justifies definitive issue. In the light of experience with the book, a subsequent volume should be developed to cover the period 1960 to 1965, for publication in 1966 or 1967. Successive volumes created in this way will contain a certain amount of repetition but will not lose value as a continuous record of bibliographical activity in the field of education throughout the world.

Assessment of the 'International guide'

The account of the book given above has implied awareness of limitations and shortcomings. What is needed to conclude the Introduction is a summing up of experience with the material in order to indicate lines for future inquiry.

Quantitatively, the *International guide* covers ninety-five countries and territories in the world, out of a total of some two hundred educational systems. The Americas and Europe are well represented. For Africa and Asia coverage is less satisfactory. Admittedly, in the matter of educational literature not all States are equal. Almost all the countries which produce a considerable volume of documentation are to be found here, notable exceptions being Canada, China, Indonesia and Italy.

The first chapter, on international collaboration, is far from complete. The intention is to provide a guide to material which, by its provenance or content, cannot be identified with any particular country. However, this is precisely the material for which adequate sources are lacking. The several divisions of the first chapter offer an outline. Thanks to contributions from various international organizations, part of the outline has been filled in; but other areas, particularly those relating to regional inter-governmental bodies and to conferences and congresses generally, remain thin. The same is true of material on foreign education, comparative education and international education.

As may be expected, the national chapters reveal variations. The largest countries (in terms of production of educational literature) do not necessarily occupy much space, because they are able to quote basic references which give access to their literature. Perhaps the intermediate category of countries—with much literature but few reference works—require the greatest amount of space. Another factor in the question is the extent to which the educational system needs explaining so that the reader may understand the characteristics of the documents he reads about. The several authors of chapters in the *International guide* clearly have differing views on the matter, and editing has not removed these variations.

The categories proposed for a national chapter seem to have stood the test reasonably well. However, the four essential sections are by no means mutually exclusive when applied to a variety of educational systems: legislative and policy documentation; administration; structure and organization; studies and research. Many entries reveal the difficulty of sorting sources into these classes because of the intimate connexion between work in the schools (organization) and regulatory action on one hand (policy and administration) and research and evaluation

on the other. Some of the difficulty arises from the tendency to ascribe a hierarchy to categories placed in some serial order. It is traditional with many educationists to start an analysis with the educational process in general, then to pass to levels and types of education, combining as they do so a consideration of aims and goals with the findings of research. Legislative aspects, and administration, come later. The pattern of the *International guide* reflects the point of view of a documentalist; in any case, the four main categories are conceived as parallel rather than consecutive. This aspect, however, is the one to which most attention will have to be given in future work.

In regard to usefulness and accessibility, it is evident that the volume lacks a subject-centred approach. The index apparatus draws together all distinct entries—titles, authors and institutions—under a single alphabet, so that the reader may locate any of these for a complement of information. A more sensitive form of indexing would require that all entries be checked against a prepared list of subject headings—so that, for example, an index item such as ‘universities’ or ‘modern language teaching’ might be prepared. The evidence of the annotations in the text proved insufficient for such a purpose. One may draw the conclusion that for future projects a subject indexing operation should take place simultaneously with the preparation of a text.

Concluding note

Comments on the *International guide* will be welcomed, and should be sent either to National Commissions for Unesco or to the Secretariat. A venture of this size and range is essentially a co-operation between educators of different lands, and can develop only as the result of a vigorous exchange of ideas.

International sources

International co-operation in education takes a number of forms, many of which give rise to documentation that cannot easily be traced through national bibliographical tools. There are two main categories of document: those published by an international body, and those originating from a national author but with a scope extending over several countries. This distribution is perhaps less useful to the user than to the compiler of a bibliographical guide; for present purposes, available material has been brought together, in the effort to stress sources, under the following headings: (a) basic works of reference, irrespective of their origin; (b) some international organizations, to the extent that their educational documentation is not sufficiently covered by the basic works.

Works on comparative education and on foreign education, which might have been grouped here, have been placed elsewhere—the former, under ‘Educational studies and research’ in the countries responsible; the latter, in a special section at the end of the book.

Basic works of reference

The reference works described here give information on particular aspects of the educational systems of a number of countries, if not the entire world. In most cases they contain bibliographical references. It will be found that the authors of national chapters have at times economized space by cross-referring, when appropriate, to one of the basic international sources.

- 1 *Commonwealth universities yearbook*. London, Association of Universities of the British Commonwealth, 1914- . (38th ed. 1961).

Covers the member universities of the association—some 200 in 18 countries (Australia, Canada, Ceylon, Ghana, Hong Kong, India, Malaya and Singapore, Malta, New Zealand, Nigeria, Pakistan, Rhodesia and Nyasaland, Sierra Leone, South Africa, Uganda, United Kingdom, West Indies). Arranged by country, and by university within country, the *Yearbook* gives principal office holders, teaching staff in each department, associated institutions, and general information about administration, organization, admission, duration of studies. Each university also supplies a short account of the main developments in the preceding year. A brief reference is made to publications issued by the university. The volume contains a short bibliography of recent works on higher education. Two indexes cover institutions and subjects and the proper names listed in the volume.

- 2 *An International directory of education associations*. Paris, Unesco, 1959. 91 p. (Educational Studies and Documents, 34). Published also in French and Spanish.

Provides the names, addresses, dates of establishment, number of members and principal publications for 1,245 associations in 49 countries. The emphasis is on voluntary bodies with

nation-wide membership and activities relating closely to formal education. The associations are classified within each country by level of education. Continued by:

Teachers' associations / Associations d'enseignants / Asociaciones de personal docente. Paris, Unesco, 1961. 127 p. (International Directories of Education, 1).

Deals with a narrower group of associations than the above and gives more information on each. Some 1,274 organizations are described from 127 countries and territories. A new edition is planned for 1965.

- 3 *An International list of educational periodicals*. Paris, Unesco, 1957. 200 p. (Educational Studies and Documents, 23). Published also in French and Spanish.

Published in the U.S.A. as the *Twenty-sixth yearbook* of the Educational Press Association of America. Lists about 3,500 educational periodicals from 79 countries and territories. The arrangement is by country, and within each by 20 categories of subject matter. For each periodical full bibliographical data are given, as well as price of subscription, circulation figures and the name and address of the editor. Title index.

- 4 *International handbook of universities*. Paris, International Association of Universities, 1959. 338 p.

This directory is planned to complement two existing compilations, the *Commonwealth universities yearbook* [1] and *American universities and colleges* [U.S.A. 11]. It covers about 70 countries and is arranged in national chapters. University institutions are treated in some detail, and other institutions of higher education more briefly. The information given for each university comprises: senior officers, names of faculties with deans and number of staff, short historical and administrative note, academic year, admission requirements, fees, language of instruction, degrees and diplomas, publications, and statistics of staff and students. The index brings together titles of institutions.

- 5 *International yearbook of education*. Geneva, International Bureau of Education, 1934- ; Paris, Unesco, 1947- . Published also in French.

Contains the reports presented by Ministries of Education to the annual International Conference on Public Education held in Geneva. As the conference has drawn increasing attention, the number of reports has risen—reaching 77 in the 1960 *Yearbook*. As a rule, only sovereign States are included. Each national section follows a common plan. This is a report on educational developments in the preceding year, treated under administration (including finances and school buildings), free compulsory education, quantitative developments, primary education (organization and curricula), secondary education, vocational education, higher education, teaching staff, auxiliary services. These national reports have particular value in cases where the country does not publish a regular Ministry of Education report. The *Yearbook* begins with a comparative study in which, topic by topic, the trends conveyed by national reports are placed together and examined. Supplementary material to the volume comprises a list of senior officials in Ministries of Education and summary school statistics.

- 6 *Minerva. Jahrbuch der gelehrten Welt* (Yearbook of the World of Learning). Berlin, Walter de Gruyter, 1891- . Annual; interruptions in publication.

The 1952 volume treats Europe; two tomes published in 1956 cover the rest of the world. Arranged by city, the work gives directory data for universities and other institutions of higher education, libraries, museums and learned societies, together with lists of their principal staff. Indexes are given for names of institutions and individuals.

- 7 *The world of learning*, 1947- . London, Europa Publications, 1947- . Annual. (11th ed. 1960-61).

In the latest edition this volume covers 149 countries and territories. The international part deals with Unesco and with non-governmental organizations in the fields of culture, science and education. Each national entry lists: learned societies and research institutes, libraries, museums, universities and other centres of higher education. For the various institutions, senior staff are given by name and current periodical publications are listed.

- 8 *World survey of education*. Paris, Unesco, 1955- . Triennial. Published also in French.

The first volume (1955, second impression in 1959) reported on educational systems as a whole, the second volume (1958) was devoted to primary education and the third (1961) to secondary general and vocational education. A subsequent volume on higher education will complete the cycle. The *World survey of education* contains a section on every country and territory in the world (around two hundred) with a distinct school system. As a rule, information is given on the legal basis, administration, organization and content of schooling, with greater detail for the level of education which is the main theme of the volume. In addition to descriptive texts, diagrams and glossaries are used to illustrate school organization. A selected bibliography contains references to books published in the preceding five years. The statistical tables cover institutions, teachers and students at all levels (over a five-year span), educational finances, and more detailed treatment of the main theme of the volume. International chapters sum up the comparable elements of national sections. A subject index is provided.

- 9 *Yearbook of international organizations/Annuaire des organisations internationales*. Brussels, Union of International Associations, 1948- . (8th ed. 1961 in French).

This comprehensive guide covers 1,422 organizations of international scope, divided as follows: the United Nations, its Specialized Agencies and other United Nations bodies; inter-governmental agencies in Europe; other intergovernmental organizations; and finally international non-governmental organizations. A considerable number of these organizations are of interest to the worker in education. Non-governmental bodies are classified by subject, including education and youth, health, science. For each entry the *Yearbook* gives name, address, brief history, membership, structure, officers, finance, activities and publications. The last section is devoted mainly to periodicals and reports. Subject indexes in English and French are based on key-words in the titles of the organizations.

- 10 *Study abroad/Études à l'étranger/Estudios en el extranjero*. Paris, Unesco, 1948- . Annual.

A basic reference tool for all concerned with international study. The 1960 edition contains information on some 100,000 individual opportunities for international study and travel in 1960-61 and 1961-62, offered by 1,761 awarding agencies in 115 countries. The volume is arranged by field of

study under each international organization and country, with details about the scope, value and duration of each award. Sections of the volume are devoted to a directory of organizations offering advisory services and practical help for study abroad, and to a statistical survey of the field. Indexed by beneficiaries and by organizations.

- 11 UNITED NATIONS. GENERAL ASSEMBLY. *Non-self-governing territories. Summaries and analyses of information transmitted to the Secretary-General*. New York, United Nations, 1946- . Annual.

———. *Special study on educational conditions in non-self-governing territories*. New York, United Nations, 1946- . Triennial.

By virtue of Article 73e of the Charter of the United Nations, Member States administering non-self-governing territories transmit to the Secretary-General information on economic, social and educational conditions in the territories. Summaries and analyses of this information are examined annually by the Committee on Information from Non-Self-Governing Territories, which then reports to the General Assembly. The basic material was published annually in the *Summaries and analyses* series from 1946 to 1955. Since 1956, under the same title, the information has been grouped regionally to give nine fascicules each year.

Beginning in 1950, the Committee on Information [see above] organized its work so as to pay particular attention in turn to educational, economic and social conditions. This programme gave rise to the *Special study* series, with a volume on education every three years. This series presents a three-year summary of data with fuller analyses of particular problems of educational development. With the *Summaries and analyses* series it forms a condensed reference work on a wide range of territories. The information is official; while not presented in a standardized form, it covers most aspects of the educational systems and contains both statistics and descriptive statements for the year under consideration.

- 12 *World film directory: agencies concerned with educational, scientific and cultural films*. Paris, Unesco, 1962. 66 p. (Reports and Papers on Mass Communication, 35). Published also in French.

Covers 133 countries and territories as well as international organizations. The contents are set out nationally by region. Categories dealt with are: government offices which deal with film matters, particularly those concerned with educational films; agencies, organizations and societies concerned with educational, scientific and cultural films; and trade associations. For each entry there is a summary account of the scope of the agency's activities.

- 13 *Scientia pedagogica*, 1955- . Gand, Secrétariat International de l'Enseignement Universitaire des Sciences Pédagogiques/International Secretariat for Teaching Educational Sciences in Universities. Semi-annual.

Designed as a means of contact between university teachers of education in different countries, the review carries articles on the teaching of education, a classified bibliography of publications and doctoral dissertations and a chronicle of relevant events.

International organizations

The *Yearbook* described under item 9 is a valuable tool for obtaining information about organizations. In bibliographical terms, it needs supplementing by references to the sources for tracing documents issued by the organizations. What follows here is an attempt to provide this supplement. It will be understood that only agencies of educational interest are included, and that sources rather than individual documents are indicated.

United Nations

The principal addresses to note are:

- 14 United Nations, New York, U.S.A.
- 15 European Office of the United Nations, Palais des Nations, Geneva, Switzerland.

Regional economic commissions of the United Nations are:

- 16 Economic Commission for Europe (ECE), Geneva, Switzerland.
- 17 Economic Commission for Asia and the Far East (ECAFE), Bangkok, Thailand.
- 18 Economic Commission for Latin America (ECLA), Santiago, Chile.
- 19 Economic Commission for Africa (ECA), Addis Ababa, Ethiopia.

The best guides to United Nations publications and documents are the following three items.

- 20 *Books in print/Ouvrages en vente/Obras en venta*. New York, United Nations, 1960-. Irregular.

This catalogue lists all United Nations publications available for sale. It has English, French and Spanish sections with a subject-title index for each. (The official records of the United Nations are the subject of a separate catalogue.) The French section includes publications available in French editions as well as those which are bilingual or trilingual. Some publications not issued in French, such as those on the Latin American economy and others, are listed in the English or Spanish sections. A number of publications are not issued in Spanish, for example, those on the European and Asian economy, and are listed in the English or French sections. Brochures giving new publications in various subject fields are issued during the year.

- 21 *Ten years of United Nations publications, 1945 to 1955. A complete catalogue*. New York, United Nations, 1955. 271 p.

A guide to the official records and publications and periodicals of the United Nations. Includes also information concerning League of Nations publications, documents of the San Francisco Conference and the Preparatory Commission of the United Nations (San Francisco and London, 1945), mimeographed documents of the United Nations, visual material.

Secretariat studies and reports are divided into 17 categories, each of which is indicated by a Roman number. They are usually published in English and French, and on certain occasions in Spanish. The records of the General Assembly, Security Council, Atomic Energy Commission, Disarmament Commission and all resolutions issued in the official records series are published in the five official languages (English, Chinese, French, Russian and Spanish), while those of the Economic and Social Council are published in English, French and, since 1953, Spanish, and in some cases in the other official languages. There is an index at the end of the catalogue.

- 22 *United Nations documents index*. United Nations and Specialized Agencies documents and publications. Vol. 1, no. 1, 1950-. New York, United Nations. Monthly. Cumulative index.

Lists and indexes all documents and publications of the United Nations and the Specialized Agencies, except restricted (confidential) materials and internal papers. Each issue covers, in general, the documents and publications received by the United Nations library during the month. Periodicals are listed annually in an annex to the February issue. Selected periodical articles are listed and indexed each month. Each monthly issue comprises table of contents, introduction, list of abbreviations, list of documents and publications. Entries are arranged by issuing agency, the first section containing United Nations documents and succeeding sections those of the Specialized Agencies in alphabetical order of their abbreviated names (FAO, etc.). To assist the user, an asterisk distinguishes those documents and publications which summarize the work of an organ, represent the final results of conferences or research projects, or constitute works of reference such as bibliographies, handbooks and yearbooks. The indexes published in the monthly issues are cumulated in a single annual index.

International Labour Organisation (ILO)

Founded in 1919, the ILO became a Specialized Agency associated with the United Nations Organization in 1946. The Secretariat is:

- 23 International Labour Office, Geneva, Switzerland.

In the course of its work for improving conditions of labour and standards of living, the ILO is concerned with vocational and technical training. A considerable part of its documentation is of interest to educators.

- 24 *Publications of the International Labour Office 1944-1960*. Geneva, ILO, 1960. Published also in French.

This exhaustive catalogue is a guide to publications and main document series of the ILO. It has a subject index and a list of branch offices and national correspondents from which publications may be obtained. The catalogue is kept up to date by supplements issued at irregular intervals.

One of the important tasks assigned to the ILO is the international regulation of questions falling within its field of competence. A number of instruments have been adopted by the International Labour Conference and, among them, several of interest to vocational training documentation. The instruments are published in the *Record of proceedings* of the International Labour Conference held in the corresponding year.

- 25 *Recommendation (no. 57) concerning vocational training, 1939.*
- 26 *Recommendation (no. 60) concerning apprenticeship, 1939.*
- 27 *Recommendation (no. 77) concerning the organization of training for sea service, 1946.*
- 28 *Recommendation (no. 87) concerning vocational guidance, 1949.*
- 29 *Recommendation (no. 88) concerning the vocational training of adults, 1950.*
- 30 *Recommendation (no. 101) concerning vocational training in agriculture, 1956.*

The main categories of documents issued are: periodicals, special publications on specific topics, reports prepared for the ILO Conference, reports prepared for regional or technical conferences of the ILO, documents prepared for meetings of industrial committees or produced by the committees, documents prepared for advisory committees and meetings of experts, and CIRF publications.

The following periodical publications should be noted:

- 31 *International labour review, 1921- .* Geneva, ILO. Monthly. Published also in French and Spanish. Off-prints are made of articles of particular interest.
- 32 *Industry and labour, 1920-61.* Geneva, ILO. Fortnightly. Published also in French and Spanish. From 1 January 1962 this document is to be incorporated into the *International labour review* [31]. Contains under the heading 'Manpower' short descriptive articles on developments in the manpower field, including information on vocational training.

Among special publications on specific topics are:

- 33 *Studies and reports.* Geneva, ILO. Published also in French and Spanish. A series of monographs, in which a recent publication is:
- 34 *Labour survey of North Africa.* Geneva, ILO, 1960. 473 p. (New series, 60). Published also in French.

Among the topics treated in recent years in reports for the International Labour Conference the following may be quoted:

- 35 INTERNATIONAL LABOUR CONFERENCE. 38TH SESSION, 1955. *Vocational rehabilitation of the disabled.* Reports IV(1) and IV(2). Geneva, ILO, 1955. Published also in French and Spanish.
- 36 ——. *Vocational training in agriculture.* Reports VII(1) and VII(2). Geneva, ILO, 1955. Published also in French and Spanish.
- 37 ——. 39TH SESSION, 1956. *Vocational training in agri-*

culture. Reports IV(1) and IV(2). Geneva, ILO, 1956. Published also in French and Spanish.

- 38 ——. 45TH SESSION, 1961. *Vocational training.* Reports VII(1) and VII(2). Geneva, ILO, 1961. Published also in French and Spanish.
- 39 ——. 46TH SESSION, 1962. *Vocational training.* Reports VII(1) and VII(2). Geneva, ILO, 1962. Published also in French and Spanish.

The reports prepared for regional or technical conferences of the International Labour Office provide valuable summaries of data for entire regions. The following recent publications may be cited:

- 40 AFRICAN REGIONAL CONFERENCE, Lagos, 1960. *Vocational training.* Report II. Geneva, ILO, 1960. 70 p. Published also in French.
- 41 ASIAN TECHNICAL CONFERENCE ON VOCATIONAL TRAINING FOR INDUSTRY, Rangoon, 1955. Documents: ATCVT/I/I/1-16; ATCVT/I/II/I; ATCVT/I/III/I; ATCVT/I/IV/I; ATCVT/I/V/I. Mimeographed. Published also in French.
- 42 REGIONAL CONFERENCE OF AMERICAN STATES MEMBERS OF THE ILO, Buenos Aires, 1961. *Vocational and technical training.* Report III. Geneva, ILO, 1961. 128 p. Published also in Spanish.

The ILO has a number of industrial committees which are concerned in part with problems of training and recruitment. Documents prepared for meetings may be located through the title of the committee. Among committees which have in recent years produced relevant papers and reports are those on inland transport, salaried employees and professional workers, chemical industries, coal mines, metal trades, textiles, petroleum, iron and steel, and building, civil engineering and public works.

The International Vocational Training Information and Research Centre (CIRF), a section of the ILO established in January 1961 and jointly sponsored by the Council of Europe, the Organization for European Economic Co-operation (now OECD) and the European Economic Community, undertakes an extensive programme for information and research in the fields of training workers, supervisors and technicians, including teachers and instructors engaged in training at these levels and for all the various branches of economic activity. Periodical publications comprise:

- 43 *Training for progress—in Europe and in the world, 1961- .* Geneva, ILO. Quarterly. Carries articles on the various aspects of vocational training—organization, methods, facilities.

- 44 *CIRF abstracts*, 1961- . Geneva, I.L.O. Bi-monthly. A selection of articles, books, new legislation, etc., presented in abstracted form.

Combined subscriptions are possible for the two preceding publications.

United Nations Educational, Scientific and Cultural Organization (Unesco)

The United Nations Educational, Scientific and Cultural Organization was created in 1946 as an intergovernmental organization and Specialized Agency of the United Nations. By 1962 Unesco was composed of 106 Member States.

The address of the Secretariat is:

- 45 United Nations Educational, Scientific and Cultural Organization, Place de Fontenoy, Paris-7^e, France.

Documentation on Unesco

Within the United Nations system, Unesco has specialized responsibility for international action in the fields of education, science and culture. Official documents relating to the Organization's work are of interest for students of international relations in education.

- 46 *Catalogue général des publications de l'Unesco et des publications parues sous les auspices de l'Unesco 1946-1959/General catalogue of Unesco publications and Unesco sponsored publications 1946-1959*. Paris, Unesco, 1962. 217 p.

A comprehensive guide to printed works, filmstrips and art slides, classified by subject on the basis of the Universal Decimal Classification. Some 2,700 items are listed with full bibliographical and publishing data. A general index and an index to publishers are useful aids to locating material. The volume contains the list of sales agents in most countries of the world from whom the publications may be obtained.

The summary record of Unesco activities may be followed through the preparation each two years of a proposed programme and budget, the decisions of the General Conference, and the reports of the Director-General and of Member States on the execution of the programme. These documents are:

- 47 *Proposed programme and budget*. Paris, Unesco, 1946- . Biennial. Published also in French, Russian and Spanish.

- 48 *Records of the General Conference*. Paris, Unesco, 1946- . Biennial. Published also in French, Russian and Spanish.

- 49 *Report of the Director-General on the activities of the Organization*. Paris, Unesco, 1947- . Annual. Published also in French, Russian and Spanish.

- 50 *Reports of Member States*. Paris, Unesco, 1948- . Biennial. Published also in French, Russian and Spanish.

More current information is contained in:

- 51 *Unesco chronicle*, 1955- . Paris, Unesco. Monthly. Published also in French and Spanish.

Intended for National Commissions and persons interested in the work of the Organization.

Finally, there are certain general works which are less related to programme details:

- 52 *What is Unesco?* 2nd ed. Paris, Unesco, 1960. 64 p. (Unesco Information Manuals, 1). Published also in French and Spanish.

A popular account of the Organization.

- 53 *Appraisal of Unesco's programmes for the Economic and Social Council*. Paris, Unesco, 1960. 182 p. Published also in French, Russian and Spanish.

A retrospective study of 12 years and a forecast of developments up to 1964.

- 54 LAVES, Walter H. C.; THOMSON, Charles A. *Unesco: purpose, progress, prospects*. Bloomington, Indiana University Press, 1957. 469 p.

An historical study of Unesco's origins and first decade by two private scholars.

One of the important tasks assigned to Unesco is the international regulation of certain questions falling within its field of competence. A number of instruments have been developed for this purpose and adopted by the General Conference of Unesco; among them are several of interest to educational documentation.

- 55 *Agreement on the importation of educational, scientific and cultural materials* [adopted by the General Conference at its fifth session, Florence, July 1950]. Paris, Unesco, 1950. 10 p. Published also in French and Spanish.

- 56 *Agreement on the importation of educational, scientific and cultural materials: a guide to its operation*, 2nd ed. Paris, Unesco, 1958. 38 p. Published also in French and Spanish.

- 57 *Convention against discrimination in education, adopted by the General Conference at its eleventh session, Paris, 14 December 1960.* Paris, Unesco, 1960. 15 p. Quadrilingual edition, English, French, Russian and Spanish.
- 58 *Convention concerning the international exchange of publications, adopted by the General Conference at its tenth session, Paris, 3 December 1958.* Paris, Unesco, 1958. 15 p. Quadrilingual edition, English, French, Russian and Spanish.
- 59 *Recommendation concerning the international standardization of educational statistics, adopted by the General Conference at its tenth session, Paris, 3 December 1958.* Paris, Unesco, 1958. 19 p. Quadrilingual edition, English, French, Russian, Spanish.
- 60 *Universal copyright convention.* Paris, Unesco, 1953. 24 p. Trilingual edition, English, French and Spanish.

Educational documentation issued by Unesco

The gathering, analysis and diffusion of information are continuing functions of Unesco. Publications are issued regularly to describe or report on significant educational achievements in the Member States. The best guide to this literature is the catalogue [46], which is periodically revised. The serials that bear most on education are the following:

- 61 *Education abstracts, 1949- .* Paris, Unesco. Quarterly. Published also in French and Spanish.
A selected, annotated bibliography on specific topics. At present a series of 25 topics are being handled over a six-year period, the material being contributed by national authorities.
- 62 *Educational studies and documents.* Paris, Unesco, 1953- . Irregular. Published also in French and sometimes in Spanish.
An occasional publication; about five titles appear each year. The subjects treated are usually national case studies or reports of Unesco projects.
- 63 *International journal of adult and youth education, 1949- .* Paris, Unesco. Quarterly. Published also in French and Spanish.
Formerly with the title *Fundamental and adult education*.
- 64 *Inventories of apparatus and materials for teaching science.* Paris, Unesco, 1950- . Published also in French and Spanish.
- 65 *Monographs on fundamental education.* Paris, Unesco, 1950- . Published also in French and Spanish.
Book length studies of topics related to literacy campaigns and community development programmes.

- 66 *Problems in education.* Paris, Unesco, 1950- . Published also in French.
The titles cover a wide range of problems, and as a rule each is composed of a number of contributions.
- 67 *Reports and papers on mass communication.* Paris, Unesco, 1952- . Published also in French.
Several titles deal with teaching aids.
- 68 *Studies on compulsory education.* Paris, Unesco, 1951-56. Published also in French.
A series of 16 national monographs.
Study abroad/Études à l'étranger/Estudios en el extranjero [10].
- 69 *Towards world understanding.* Paris, Unesco, 1949- . Published also in French.
Practical handbooks for teachers.
- 70 *Unesco source book for science teachers.* Paris, Unesco, 1960- . Published also in French.
World survey of education [8].

More recent statistical information is reported in:

- 71 *Current school enrolment statistics.* Paris, Unesco, 1955- . Annual. Bilingual, English and French.

Food and Agriculture Organization (FAO)

The address of the Secretariat is:

- 72 Food and Agriculture Organization, Viale delle Terme di Caracalla, Rome, Italy.

A guide to FAO publications, many of which have a bearing on educational questions, is provided by:

- 73 *Catalogue of publications, 1945- .* Rome, FAO. Biennial. Published also in French and Spanish.
Lists all priced publications issued by FAO since 1945; includes those titles in preparation on the date of issue of the catalogue. Editions no longer in stock and unlikely to be reprinted at the time of issuance of the catalogue are marked with an asterisk. In the two-year interval between issuance of catalogues, trilingual supplements listing new titles are prepared from time to time, as well as brochures and leaflets describing new publications. Publications included cover agriculture, economics, fisheries, forestry and nutrition, as well as official records and periodicals. An index of authors and another of titles are appended.

World Health Organization (WHO)

The World Health Organization is one of the Specialized Agencies of the United Nations. After the constitution of WHO was signed on 22 July 1946 the Organization came into being, at first through an

Interim Commission; the permanent Organization was established on 1 September 1948. The purpose set for the World Health Organization was '... the attainment by all peoples of the highest possible level of health'. By 7 March 1961, 105 independent countries had accepted the Constitution of WHO.

The address of the Secretariat is:

- 74 World Health Organization, Palais des Nations, Geneva, Switzerland.

One of the functions of the World Health Organization, as defined in its Constitution, is: 'to promote improved standards of teaching and training in the health, medical and related professions'. Among the other functions, particular reference may be made to the following two, which obviously bear on the type, quality and number of trained personnel available in the various countries: 'to assist Governments, upon request, in strengthening health services', and 'to promote and conduct research in the field of health'.

The main reference for WHO publications is

- 75 *Catalogue of World Health Organization publications 1947-1961*. Geneva, WHO, 1961. 78 p. Published also in French.

This latest edition of the annotated catalogue contains a subject index, an author index and a list of WHO regional offices and sales agents.

The main serial publications of the Organization may be briefly described as follows:

- 76 *World Health Organization technical report series*. Published in English, French and Spanish editions.

Contains the reports of international groups of experts, convened by WHO, whose function is to express their collective opinion on a particular health topic.

Among the titles relating specifically to education and training are these:

- 77 CONFERENCE ON PUBLIC HEALTH TRAINING OF GENERAL PRACTITIONERS. *Report*. Geneva, WHO, 1957. (Technical Report Series, 140).

- 78 EXPERT COMMITTEE ON NURSING. *Public health nursing. Fourth report*. Geneva, WHO, 1959. (Technical Report Series, 167).

- 79 EXPERT COMMITTEE ON PROFESSIONAL AND TECHNICAL EDUCATION OF MEDICAL AND AUXILIARY PERSONNEL. *Report ... 1950*. Geneva, WHO. (Technical Report Series, 22, 69, 109, 154, 155, 159, 175, 209, 212).

In its successive reports the committee has examined undergraduate medical education, the training and utilization of auxiliary health workers, the public health aspects of nuclear energy, radiation medicine, the foreign student and post-graduate public health courses, the teaching of basic medical sciences in the light of modern medicine, and requirements for schools of public health.

- 80 JOINT WHO/UNESCO COMMITTEE ON TEACHER PREPARATION FOR HEALTH EDUCATION. *Report*. Geneva, WHO, 1960. (Technical Report Series, 193).

- 81 STUDY GROUP ON APPRAISAL OF FELLOWSHIPS. *Report*. Geneva, WHO, 1960. (Technical Report Series, 186).

- 82 STUDY GROUP ON PEDIATRIC EDUCATION. *Report*. Geneva, WHO, 1957. (Technical Report Series, 119).

- 83 *World Health Organization monograph series*. Published in English, French and Spanish editions. These books contain the results of studies on a specific subject or project. The following numbers are entirely devoted to education and training:

- 84 PETRIK, M. *The training of sanitary engineers. Schools and programmes in Europe and in the United States*. Geneva, WHO, 1956. (Monograph Series, 32).

- 85 GRUNDY, F.; MACKINTOSH, J. M. *The teaching of hygiene and public health in Europe. A review of trends in undergraduate and post-graduate education in nineteen countries*. Geneva, WHO, 1957. (Monograph Series, 34).

Other volumes in the series have chapters on the training of particular types of personnel.

- 86 *World Health Organization public health papers*. Published also in French.

This series is a medium for the publication of papers that have usually been prepared as contributions to the study by WHO of a particular health question, and that have been considered to be of interest to a wider circle of readers than those for whom they were originally intended. Certain of these brochures, and articles of this series, deal with the subject of education and training.

Reference works

The following reference publications (issued in English and French, some also in Spanish) have a bearing on education and training:

- 87 *World directory of medical schools*, 2nd ed. Geneva, WHO, 1957. 314 p.

Contains a brief description of the pattern of medical education and data on individual medical schools in each country. Other directories on dental and veterinary schools are being prepared.

- 88 *Medical education; annotated bibliography 1946-1955*. Geneva, WHO, 1958. 391 p.

Lists the publications and most of the articles published in various languages on the subject of medical education.

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- 89 *The first ten years of the World Health Organization*. Geneva, WHO, 1958. 538 p.
This commemorative publication includes a chapter summarizing WHO's education and training activities in the field of health and medicine during the period 1948-57.
- 90 *Official records*.
This series contains the Organization's official documents, namely: records of organizational meetings, the reports of the Director-General to the World Health Assembly, the programme and budget estimates, and others.
- 91 *International digest of health legislation, 1948-*.
Geneva, WHO. Quarterly. Published also in French.
Devoted solely to the publication of health legislation derived from sources in 20 different languages; includes comparative surveys on specific subjects. Particulars are regularly included of laws and regulations relating to the education and training of medical practitioners and other health workers.
- 92 *WHO chronicle, 1947-*. Geneva, WHO. Monthly.
Published also in Chinese, French, Russian and Spanish.
Gives a month-by-month account of the activities of WHO and reviews the organization's technical publications. Often includes brief articles on the various educational activities of WHO—field, regional and headquarters; also, reviews articles or papers on education and training which have already appeared in other WHO publications.
- 93 *Bulletin of the World Health Organization, 1947-*.
Geneva, WHO. Semi-annual. Bilingual, English and French.
Contains original scientific articles of international significance within the scope of WHO's interests and activities.

International Bureau of Education (IBE)

Founded in 1925, the International Bureau of Education is an intergovernmental organization of which Governments or Ministries of Education are members. By the end of 1960 the Bureau had 55 members.

The Secretariat is established at:

- 94 International Bureau of Education, Palais Wilson, Geneva, Switzerland.
One of the main activities of the IBE lies in the field of educational documentation and comparative education. Based on its large library and textbook collection, the IBE issues
- 95 *Bulletin of the International Bureau of Education, 1926-*. Geneva, IBE. Quarterly. Published also in French.
Contains a section of news items, followed by an annotated bibliography of recent books. The bibliography is available also in a Card Index Service and is cumulated annually.

There are other series of publications, some of them relating to the preparation and conduct of the annual

International Conference on Public Education, convened jointly by the IBE and Unesco. Two comparative studies are made each year on the two topics chosen for discussion at the conference; they are published in book form in English and in French. The full list of titles (230 in 1961) is regularly printed on the cover of each publication of the IBE and is issued also as a brochure. The number of comparative studies carried out and published by 1961 was 60.

The records and recommendations of the conference are published as:

- 96 INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION. [Report]. Geneva, IBE, 1934-; Paris, Unesco, 1947-. Annual. Published in French only, 1934-1946; in English and French 1947-.
- 97 INTERNATIONAL CONFERENCES ON PUBLIC EDUCATION, Geneva. *Recommendations 1934-1958*. Geneva, IBE, 1960. 250 p. Published also in French.
The collected text of 47 recommendations on a wide range of educational topics. The Education Documentation Centre for the United Arab Republic published them in 1960 in Arabic, carrying the date from 1934 to 1959 and including Recommendations 48 and 49 (278 p.).

International yearbook of education [5].

Regional organizations

A number of regional intergovernmental organizations are active in the field of education. For a general view of the literature, see item 9 above.

Organization for Economic Co-operation and Development (OECD)

In 1961 the Organization for European Economic Co-operation was reconstituted as the Organization for Economic Co-operation and Development. In the course of its programme on scientific and technical personnel the Organization has produced a number of documents and publications of direct concern to educators. The best source for programme information and for publications is

- 98 ORGANIZATION FOR EUROPEAN ECONOMIC CO-OPERATION. GOVERNING COMMITTEE FOR SCIENTIFIC AND TECHNICAL PERSONNEL. *Progress report on operational programmes and country review for 1958-59, 1959-60 and 1960-61*. Paris, 1961. 26 p. (Restricted: STP/GC(61) 22).

Schemes of educational co-operation within the Commonwealth

- 99 COMMONWEALTH EDUCATION CONFERENCE, Oxford, *Report*. London, HMSO, 1959. 65 p. (Cmnd. 841).
SECOND COMMONWEALTH EDUCATION CONFERENCE, New Delhi, 1962. *Report*. New Delhi, Ministry of Education, 1962. 111 p.

The Commonwealth Education Conference held at Oxford, England, in July 1959 recommended the establishment of schemes of educational co-operation between the countries of the Commonwealth.

Continuing machinery to provide liaison among the governments concerned with the operation of these schemes comprises the following bodies:

- 100 Commonwealth Education Liaison Committee.
Commonwealth Education Liaison Unit.
Association of Universities of the British Commonwealth (in respect of the Commonwealth Scholarship and Fellowship Plan).

All these bodies are at Marlborough House, Pall Mall, London, S.W. 1, England.

Each Commonwealth country is now developing its own programme in accordance with the recommendations of the Conference. Details of documentation will be found under the appropriate country headings.

In 1960, by Decree 7.568, was created the Department of Documentation and Educational Information within the Ministry of Education and Justice,

1 DEPARTAMENTO DE DOCUMENTACIÓN E INFORMACIÓN EDUCATIVA

Parera 55, Buenos Aires

Continues, under a new administrative organization and with new programmes, the functions formerly performed by the Dirección de Biblioteca e Información Educativa (Directorate of Educational Information and Library), a dependency of the Ministry, since 1938. The Department has an extensive library of periodicals and monographs, and very recently (1961) initiated several important informational series, among them the 'Serie divulgación', 'Biblioteca de planeamiento educativo', 'Estudios y documentos', and the 'Serie didáctica'. The Department provides information services to the staff of the Ministry and to the public at large.

There are several other educational documentation centres in Buenos Aires and in some of the provincial capitals. The Department of Documentation and Educational Information has prepared a pamphlet on them which will appear as No. 5 of its 'Serie divulgación'.

Reference works

2 *Almanaque Peuser del Mensajero; anuario estadístico.* Buenos Aires, Peuser. Annual.

Generally includes a 15-20 page guide to public and private specialized schools on the secondary and post-secondary level, and to universities, useful for quick reference.

3 *Boletín bibliográfico nacional, 1937- .* Buenos Aires. Annual (irregular).

A classified bibliography limited primarily to commercially published monographic works. It is arranged by modified Universal Decimal Classification, with an author index. See the 370 numbers for works on education. The publishing history of the *Boletín* is irregular, it having had several issuing bodies; in late 1955 responsibility for its publication was turned over to the National Library in Buenos Aires. To date, the most recent number is that covering 1953-54.

4 BUENOS AIRES (PROV.). MINISTERIO DE EDUCACIÓN. DIRECCIÓN DE ENSEÑANZA SUPERIOR, MEDIA Y VOCACIONAL. INSTITUTO BIBLIOGRÁFICO. *Bibliografía argentina de filosofía y ciencias de la educación.* La Plata, 1960- . Annual.

The first number (June 1960) indexes monographs and articles from periodicals published in 1958 and 1959. It is divided into sections for philosophy and education. In the latter, entries are arranged under 40 subject headings covering theory, general aspects, primary, adult and higher education, methods, school administration, and educational psychology. Books and articles are intermingled. There is an alphabetical index of authors, editors, translators and persons cited in titles.

5 *Lajouane's bibliographic service, 1906- .* Buenos Aires. Irregular (now bi-monthly).

A bibliographic bulletin issued by the publisher-bookseller Lajouane. Is a highly selective list of recent publications, mainly in the social sciences and humanities, arranged by broad classes. Most of the entries are for commercially published works, but some government publications and parts of learned series are included. Each issue also contains a selective list of new journals and periodicals with an indication of contents, dates of establishment, etc.

6 LUZURIAGA, Lorenzo. *Diccionario de pedagogía.* Buenos Aires, Losada, 1960. 392 p. (Publicaciones de la Revista de pedagogía).

Actually a short-entry encyclopaedia rather than a dictionary, this useful compilation is strongest in the areas of biography and basic concepts in the field of education. There are also brief entries for many countries, giving a summary of the salient points of their educational systems. There is a short chronological table of educators from Socrates down to modern figures such as Piaget, and an index of articles contained in the body of the work.

7 RIVLIN, Harry N.; SCHUELER, Herbert, eds. *Enciclopedia de la educación moderna.* Buenos Aires, Losada, 1956. 2 vols.

A translation with adaptations for Argentina and other Spanish-speaking countries of an American encyclopaedia. [U.S.A. 8 for annotation.]

For selective bibliographies on recent education monographs see the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4]. The *Handbook of Latin American studies* [Bolivia 2] also includes Argentinian items in its listings of books and articles under 'Education'. Consult also the *Boletín de la Biblioteca del Congreso de la Nación* [13] and *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The Constitution of 1853, with its most recent reforms, is less explicit with respect to educational matters than is the case in many other countries. Only two articles directly refer to the subject. Article 5 requires that each provincial government provide for the administration of primary education. Paragraph 16 of Article 67 gives the Congress the power to legislate on programmes for general and university education. By implication, Article 25 also touches on education, in the clause which enjoins the Federal Government to introduce and teach the sciences and arts.

The more specific guarantees and administrative provisions on education are contained in Law 934 (1878), the Fundamental Law of Education No. 1420 of 1884, and in subsequent decrees and regulations.

Law 1420, although much modified since, still forms the basis for the primary school system. By its provisions, primary education is declared compulsory, from the ages of 6 to 14 years, unbiased as regards religion, and at the cost of the state when imparted in public schools. A decree of 1952 extends free education to all establishments dependent on the Ministry of Education, at whatever level.

Legislation on education is embodied in decrees and laws of the Federal Congress and the congresses of the provinces. Internal administrative changes are effected through ministerial order and regulations. Much of the educational legislation passed during the administration of General Perón has been repealed since 1955.

For the laws currently in force, the sources noted below should be consulted. A recent official edition of the Constitution is

- 8 SENADO. SECRETARÍA. *Constitución de la Nación Argentina*. Buenos Aires, Imprenta del Congreso de la Nación, 1958.

Contains the text of the 1853 Constitution as reformed in 1860, 1866, 1898 and 1957.

Legislation of the National Congress usually takes effect on its publication in the official gazette:

- 9 *Boletín oficial de la República Argentina*, 1893- . Buenos Aires. Daily.

The *Boletín* includes laws, executive decrees and ministerial orders. The texts as printed are the source and ultimate point of reference for the various compilations and indexes of laws, of which Argentina has several excellent ones. The most current of these is

- 10 *Boletín informativo de legislación argentina; leyes, decretos y resoluciones*, 1941- . Buenos Aires. Weekly.

Collects the texts of important federal and provincial laws. The *Boletín* provides quickly the information which is later gathered into a more convenient form in the yearbook.

- 11 *Anales de legislación argentina*. Buenos Aires, Edit. La Ley, 1941- . Annual.

This is a compilation and concordance of national and provincial laws and regulatory decrees. The laws for 1852-1940 were issued in four volumes; thereafter the previous year's legislation is continued in an annual volume, now in two parts. Arrangement is chronological with subject, analytic-alphabetical and numerical-chronological indexes in each volume. A cumulative index has been published as

- 12 *Repertorio general de Anales de legislación argentina*. Buenos Aires, La Ley, 1955. 1,550 p.

This is an index and key to legislation from 1852 to 1954 as printed in the *Anales*. It is kept current by a special supplement in each annual volume of the *Anales*. The *Repertorio* is made up of four sections: numerical-chronological index of national laws; index of revisions and modifications; numerical-chronological index of provincial laws, decrees and codes; subject index.

Less comprehensive, but also less expensive and frequently more accessible in libraries is the

- 13 *Boletín de la Biblioteca del Congreso de la Nación*, 1934- . Buenos Aires. Quarterly.

This bulletin of the congressional library usually runs to more than 500 pages per issue. It generally has three or four substantial articles on national and international law and a reference article on some aspect of the national legal or administrative system. As permanent sections it includes (a) a subject index to federal, provincial and some foreign laws and decrees published in the official gazettes regularly received by the library, and (b) a subject index to monographs and periodical articles. In both sections there is considerable space given to educational topics.

Specifically relevant to education are the following:

- 14 TORRASSA, Atilio E. *Legislación escolar argentina 1810-1956. I: Enseñanza primaria, texto completo de la Ley 1420*. . . . Buenos Aires, Ediciones de Sarmiento, 1956. 91 p. (Tribuna de educación popular).

A summary of legislation on primary education, quoting in full the texts of the major laws. It covers from the Constitution of 1819 to 1956.

- 15 —. *Legislación escolar argentina 1810-1958. II: Enseñanza secundaria, normal, técnica y especial*. . . , 2.^a ed. Buenos Aires, Ediciones de Sarmiento, 1959. 177 p. (Tribuna de educación popular).

This adopts a more narrative approach than volume I in the same series, however, still quoting from the relevant legal texts as necessary. It provides an excellent summary to important legislation on secondary, normal, technical and special education. Frequent reference is made to Law 934 (1878) on freedom of education, the text of which appears in volume I. A third volume on legislation pertaining to higher education has been announced for early publication.

- 16 MINISTERIO DE EDUCACIÓN Y JUSTICIA. DIRECCIÓN GENERAL DE ENSEÑANZA SECUNDARIA, NORMAL, ESPECIAL Y SUPERIOR. *Reglamento general para los establecimientos de enseñanza secundaria, normal y especial (texto ordenado)*. Buenos Aires, 1957. 217 p.

A new codification of dispositions currently in force (1957) for establishments dependent on the Directorate of Secondary, Normal, Special and Higher Education. The foreword emphasizes that the code represents only an ordered presentation of existing legislation, and not a new law or a reform of previous ones. The regulation of 1943 is used as a base, with repeals and modifications regularly noted.

- 17 —. *Estatuto del personal docente y su reglamentación, Ley no. 14.473, decretos nros. 8.188/59 y 10.404/59*. Buenos Aires, 1959. 283 p.

Contains the texts of recent laws and decrees which govern the position of all teachers in the educational system. The comprehensive reforms deal in great detail with training, certification, duties, conditions of work, classification, salaries, professional training and advancement, security benefits, etc.

See also *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

The educational system is headed by the Minister of Education and Justice, an officer of cabinet rank appointed by the President. Under him are two sub-secretaries, one each for education and for justice. The Department of Education is made up of a number of administrative and technical general directorates, the most important of which are those for administration, personnel, culture, secondary, normal, special and higher education, physical education, juridical affairs and school hygiene. There are also special sections or departments for statistics, documentation and press.

Although the Minister is the final authority, there are three bodies entrusted with wide powers in certain areas. These are the National Council of Education, the Federal Council for Technical Education, and the National Service for Private Education. The oldest of these is the National Council of Education, which has responsibility for the Federal Government's part in pre-primary and primary education. It administers schools in the capital and also in some of the provinces. These latter were originally in territories which subsequently became provinces; by agreement, they are gradually being turned over to the provincial governments. The council decrees the official programmes of study for all public and private primary schools and inspects public schools through several technical inspection departments. The inspection system has recently been decentralized. Primary schools in the provinces are under the provincial ministries of education. A Permanent Commission for Educational Co-ordination forms the liaison body between the federal and provincial systems.

The Federal Council for Technical Education was created in 1959 to carry out the technical and administrative functions formerly shared by the Ministry's General Directorate of Technical Education and the National Commission of Vocational Guidance and Training.

The National Service for Private Education, also created in 1959, is responsible for the inspection of registered private secondary schools, which receive federal subsidies for teachers' salaries on condition that they meet specific requirements imposed by the Government.

Inspection of public secondary schools is carried

out by the General Directorate of Secondary, Normal, Special and Higher Education.

Argentina's public universities, although subsidized by the State, are now autonomous.

Some selected works relating to administration are as follows:

- 18 MINISTERIO DE EDUCACIÓN Y JUSTICIA. *Memoria*. . . . Buenos Aires, 1857/58- . Annual. (Title, issuing body and frequency vary.)

The *Memoria* has appeared very irregularly since the late 1940's, with a gap of several years in some cases. A summary of the annual reports for 1955-58, which were apparently not printed for general distribution, may be found in

- 19 ——. *Síntesis de la Memoria*. . . . 1955-58. Buenos Aires, 1958. 94 p.

A convenient summary of the educational activities of the Provisional Government from 23 September 1955 to 13 December 1957, with a projection of plans through 30 April 1958. For education, see p. 13-71, where the main events and developments are treated under headings corresponding to the principal departments of the Ministry. Special note is taken of change in legislation.

The budget for the Ministry of Education and Justice and for public universities is contained in

- 20 MINISTERIO DE HACIENDA. *Presupuesto general de la administración nacional*. Buenos Aires, 1871- . Annual. (Title and frequency vary.)

The national budget is extremely detailed for all branches of the Government (the 1960 edition has almost 2,000 pages). Recent issues contain two indexes, alphabetical and by jurisdiction.

- 21 MINISTERIO DE EDUCACIÓN Y JUSTICIA. DEPARTAMENTO DE DOCUMENTACIÓN E INFORMACIÓN EDUCATIVA. *Balance de 1960 y perspectivas para 1961*. Buenos Aires, 1961. 214 p. (Serie estudios y documentos, 2).

A résumé of educational progress in 1960 and programme-forecast for 1961, covering general aspects such as planning and budget as well as developments and perspectives for each level and type of official education. In view of the great acceleration of government programmes during this period, this concise summary is especially useful.

Structure and organization

Numerous public and private kindergartens are available for children 3 to 5 years of age, but attendance is not compulsory.

Formal education begins at age 6 in the seven-year primary school, which may be either urban or rural. Programmes of study are similar in academic subjects, but rural schools place more emphasis on practical skills intended to equip the student for an

agricultural and domestic life. Overcrowding in urban schools has forced the adoption of double shifts in many areas.

The secondary school programme generally consists of a five-year cycle divided into the three-year basic cycle and the two-year second cycle, culminating in the baccalaureate in academic schools. The urban normal school curriculum, terminal for primary teachers, has the same basic cycle, but introduces specialized programmes for the second cycle. Rural normal schools, in so far as local conditions permit, are supposed to follow the same curriculum as the urban, but with the addition of practical courses in domestic science for girls and agriculture and crafts for boys.

Technical education is offered in several types of schools. For commercial subjects, the programmes cover five years in both day and night schools. In some subjects, the student may qualify for entrance to a university to pursue advanced studies. Most commercial schools have terminal programmes. Vocational education is imparted in national industrial or agricultural schools which may offer two-, four- or seven-year programmes depending on resources, subject and aptitude of the student. There are also national schools for fine arts and music.

Entrance to public and officially recognized private universities requires the baccalaureate or its equivalent in technical fields. Courses may be four to six years, as required by the particular faculties.

Secondary school teachers are trained either in post-secondary normal institutes or in the universities.

Both the Ministries of Education and of Labour and Welfare maintain various kinds of establishments for adult and vocational education and for the handicapped outside of the formal school system.

Pre-primary education

- 22 MINISTERIO DE EDUCACIÓN Y JUSTICIA. DEPARTAMENTO DE DOCUMENTACIÓN E INFORMACIÓN EDUCATIVA. *La enseñanza preescolar en la República Argentina*. Buenos Aires, 1961. 21 p. (Serie divulgación, III).

A popular presentation describing the organization and supervision of pre-primary education. There are short appendixes on experimental programmes and statistics.

Primary education

- 23 SABATTINI DE BARÓN BIZA, Rosa Clotilde. *Informe*. Buenos Aires, Consejo Nacional de Educación, 1960. 63 p. (At head of title: Tercera Reunión del Comité Intergubernamental. Proyecto prin-

cipal de Unesco: Extensión de la enseñanza primaria en América Latina (Perfeccionamiento de maestros), México, 14 al 19 de marzo de 1960).

Pages 17-52 of this report describe the system of primary education, including those aspects of it which are not immediately under the National Council or the Ministry of Education. Current problems and trends are noted throughout.

See also *Bibliografía de la educación primaria* . . . [Venezuela 28].

Secondary education

- 24 MINISTERIO DE EDUCACIÓN Y JUSTICIA. *La enseñanza en el ciclo medio; informe preparado por Félix della Paolera*. Buenos Aires, 1959. 46 p.

A well organized and concise description of the system of secondary education in all its branches, with some statistical tables and a schematic organizational chart. Secondary level instruction offered by other ministries than that of education, as well as by the provinces and private bodies, is also briefly described.

- 25 ——. DIRECCIÓN DE BIBLIOTECA E INFORMACIÓN EDUCATIVA. *Nómina de los establecimientos de enseñanza secundaria, técnica y superior, año 1957*. Buenos Aires, 1957. 39 p.

A directory giving the names and addresses of all establishments under the jurisdiction of the Directorate of Secondary Education. Each entry also indicates whether its classes are mixed or segregated, and hours of operation (morning, afternoon, night).

Vocational education

- 26 COMISIÓN NACIONAL DE APRENDIZAJE Y ORIENTACIÓN PROFESIONAL. *Escuelas y cursos, condiciones de ingreso, especialidades que se dictan, inscriptos, títulos que se otorgan, egresados años 1950-1957*. [Buenos Aires, 1958?] Various pagings. Mimeographed.

A group of informational sheets totalling some 40 leaves and describing various aspects of vocational education for the guidance of prospective students. It lists the institutions offering vocational courses, requirements for admission, and titles and certificates granted.

Higher education

- 27 CONSEJO NACIONAL DE INVESTIGACIONES CIENTÍFICAS Y TÉCNICAS. *Guía de carreras que se cursan en universidades nacionales y otros institutos de enseñanza superior*, 2.^a ed. Buenos Aires, 1960. 217 p. Processed.

A comprehensive presentation in tabular form of basic information on the resources available at the university level in the public system, with an annex on three private universities. For each faculty, school or institute the following data are

given: name, address, specialization available, degrees conferred, length of programmes, admission requirements, registration dates. There is a 37-page index by profession.

Programmes of study

- 28 CONSEJO NACIONAL DE EDUCACIÓN. *Plan de estudios y programa de educación primaria; capital federal*. Buenos Aires, 1961. 323 p.

Synthetic programmes for the first three grades and analytic programmes for grades 4-6 of the primary schools in Buenos Aires under the jurisdiction of the National Council.

- 29 MINISTERIO DE EDUCACIÓN Y JUSTICIA. DIRECCIÓN DE ENSEÑANZA SECUNDARIA, NORMAL, ESPECIAL Y SUPERIOR. *Planes y programas de estudio; ciclo básico, segundo ciclo del bachillerato, ciclo superior del magisterio, escuelas normales, escuelas nacionales de comercio*. Buenos Aires, 1956. 364 p.

These give the basic official programmes for secondary education, superseding those published under a similar title in 1953 under the Perón régime. Although the content of many courses remained unchanged, that for such subjects as history and political science was revised, principally by means of excision in the present edition. Where appropriate, cross-reference is made to the new assignments for democratic education detailed in the following item:

- 30 ——. *Programas de educación democrática para los ciclos de enseñanza primaria, secundaria, especial, superior y técnica*. Buenos Aires, 1956. 122 p.

In December 1955, a decree authorized the adoption of a new assignment for education in democratic principles, to be introduced into the regular programmes throughout all levels of the public school system. The purpose of the new assignments was to remove from the curriculum those propagandistic and authoritarian elements introduced by the preceding government.

- 31 ——. *La enseñanza técnica; primera reunión nacional de Ministros de Educación, 24 y 25 de octubre de 1958*. Buenos Aires, 1959. 165 p.

Contains the deliberations and conclusions of the conference, the theme of which was the establishment of criteria relative to technical education at the intermediate level. The official programmes of study in force in 1959 are given summarily on p. 125-43.

Textbooks and instructional materials

The cost of textbooks at all levels is borne by the student. Needy students may receive some help in defraying the cost of their school needs from the co-operatives organized in many schools by parents' associations. Almost all textbooks are commercially produced, and there is a great variety available from Argentine publishers. New books are submitted for approval to the National Council of Education and the General Directorate of Secondary, Normal,

Special and Higher Education for primary and post-primary levels respectively. If judged suitable, the book is added to the approved lists which are regularly compiled and circulated throughout the schools. The federal and provincial authorities supply the teacher with syllabuses and teaching manuals. The National Council of Education has lately been concerned with the formulation of new standards for textbook content and format, and a study commission has been at work drawing up recommendations.

A useful guide to suppliers of textbooks is

- 32 CÁMARA ARGENTINA DE EDITORIALES TÉCNICAS. *Guía del librero, nómina de editoriales de la Argentina y materias que publican*. Buenos Aires, 1959. 133 p.

A directory mainly of those specialized publishers which are members of the Argentina Chamber of Technical Publishers, with an index by area of specialization (e.g., 'Textos de enseñanza'). The bulk of the work is made up of catalogues and advertisements. There is, in addition, a supplementary general list, arranged alphabetically, of the names and addresses of publishers, whether or not they belong to the chamber, and a selective list of booksellers, indicating speciality.

For an older but longer list, which also includes printers and booksellers, see *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

Among the more important publishers of textbooks, the following may be noted:

- 33 Editorial Kapelusz, Moreno 372, Buenos Aires.
It specializes almost exclusively in textbooks, methods works, educational psychology and literary classics for school use. Among its many excellent series is the 'Biblioteca de ciencias de la educación'. Kapelusz also deals in audio-visual materials of various types.
- 34 Editorial Víctor Lerú, S.R.L., Cangallo 2233, Buenos Aires.
Publishes texts for primary and secondary schools, works on theory and method (mainly translations) and supplementary study materials.
- 35 La Obra, Independencia 3124, Buenos Aires.
Publishes the monthly educational journal *La Obra* for primary schools and distributes an extensive list of textbooks, readers, and audio-visual materials for the lower grades.
- 36 Librería 'El Ateneo' Editorial, Florida 340, Buenos Aires.
An international publishing house with a very large catalogue of general and technical titles. It includes many substantial works on education, but is more notable for the quality and variety of textbooks which it publishes for use in secondary schools and at the university level.
- 37 Losada, S.A., Alsina 1131, Buenos Aires.
Losada has a number of series encompassing works on educational theory, educational classics, teaching manuals, reference

books, and research studies. Among their series are the 'Biblioteca pedagógica', 'Biblioteca del maestro', 'La Escuela activa', 'Cuadernos de trabajo', and 'Manuales de enseñanza secundaria'.

- 38 Nova, S.A., Perú 615, Buenos Aires.

Publishes the important series 'Biblioteca Nova de educación' which is made up mainly of translations of significant recent works on pedagogical theory and methods and educational psychology. Related materials also appear in its 'Compendios Nova de iniciación cultural'.

Audio-visual education

A special department for audio-visual materials functions directly under the Minister of Education.

- 39 DEPARTAMENTO DE ENSEÑANZA AUDIO-VISUAL (Radioenseñanza y Cinematografía Escolar), Ministerio de Educación y Justicia, Buenos Aires.

The Department is responsible for organizing, directing and financing programmes using radio, television and film for education purposes. It provides loan services of still and motion-picture projectors, radios, phonographs, tape-recorders, films, film-strips, slides, phonograph discs, tapes, etc. Some materials are produced in the Department's own workshops, while others are purchased commercially or obtained on gift or exchange. The materials are used in schools and by commercial organizations. The Department is also responsible for integrating audio-visual materials and methods into the programmes of instruction at all levels in the school system. Lists of available materials will be supplied on request.

The increasing interest in the use of audio-visual materials is reflected in the calling in 1959 of the First National Congress of Audio-Visual Education, whose recommendations and resolutions may be found in

- 40 UNIVERSIDAD NACIONAL DE LA PLATA. ESCUELA SUPERIOR DE BELLAS ARTES. DEPARTAMENTO DE CINEMATOGRAFÍA. *Primer Congreso Nacional de Enseñanza Audio-Visual*. La Plata, Talleres del Ministerio de Educación, 1959. 23 p.

Education associations

Lists may be consulted in *An international directory of education associations* and in *Teachers' associations*... [International sources 2].

Educational journals

There are a number of educational journals published, but, due to political and economic factors, their appearance has been characterized by some irregularity. Most of them are issued either by the federal Ministry of Education and Justice, or by the provincial ministries of education (e.g., Santa Fé, Entre

Ríos, Buenos Aires). The longest-lived, as well as the most substantial, was founded by the father of Argentine Education, Sarmiento:

- 41 *Monitor de la educación común*, 1881- . Buenos Aires. Monthly.

Published by the Department of Educational Information and Culture of the National Council of Education, the *Monitor* did not appear from 1949 to 1958, due to the suppression of the council by the Perón Government. It resumed publication with año LXIX, no. 925, in January 1959. The *Monitor* contains scholarly articles on educational history and theory, comparative education, current national problems, teaching methods, testing and evaluation, etc. There are also supplementary classroom materials (poems, stories, plays) and a section of book reviews, mainly of foreign publications in education.

It should be noted that the newly created Department of Documentation and Educational Information [1] has scheduled for publication in mid-1961 the first number of a new monthly bulletin to be titled *Información educativa*. It will have regular sections on legislation, documentation, bibliography, educational planning, statistics, administrative jurisprudence, and organization and methods. Whether this periodical will replace the Ministry's *Boletín* is not known.

A directory of 19 journals may be found in the *International list of educational periodicals* [International sources 3].

To this should be added the following titles:

- 42 *Boletín del Consejo de Educación Técnica*, 1961- . Buenos Aires. Monthly.

Official organ of the Council on Technical Education. This publishes official announcements, news items on technical education and school calendars, and summarizes all resolutions issued by the council.

- 43 *Boletín del Consejo General de Educación*, 1960- . Paraná. Irregular.

Published by the Council of Education of Entre Ríos province, this informational bulletin of 50-60 pages contains numerous short news items on activities in the schools, reports on the work of the council, brief cultural articles and the results of questionnaires and inquiries on local educational problems.

- 44 *Noticiero educacional*, 1959- . Mendoza. Monthly.

Official organ of the General School Directorate of the province of Mendoza, this has administrative reports, local school news, a brief book review section, and one or two articles on teaching methods.

- 45 *Revista de educación*, 1956- . Santiago del Estero. Quarterly. Irregular.

Official organ of the General Council of Education of the province of Santiago del Estero, this journal continues from the above date the publication formerly titled *Pluma*. While it contains articles of general educational interest, primary emphasis is on local problems and the work carried out by the council. There are usually a few book reviews.

- 46 *Sarmiento, tribuna de educación popular, 1957-* . Buenos Aires. Monthly.
A magazine of commentary on educational topics, generally from a secular point of view.
- 47 UNIVERSIDAD NACIONAL DEL LITORAL. FACULTAD DE CIENCIAS JURÍDICAS Y SOCIALES. *Temas de pedagogía universitaria*. Santa Fé, 1957- . Annual.
Each annual volume of almost 500 pages gathers together significant articles by educators on topics related to the university and society, methodology of teaching in law and the social sciences, general questions on intermediate education, and research and informational techniques. The series is edited by Professor Domingo Buonocore.

Educational statistics

With the promulgation of Decree No. 7.568 of 4 July 1960, the system of educational statistics has been completely reorganized. The decree creates the Department of Educational Statistics,

- 48 DEPARTAMENTO DE ESTADÍSTICA EDUCATIVA, Ministerio de Educación y Justicia, Parera 55, Buenos Aires.

Is responsible for collecting, organizing and publicizing quantitative information pertaining to public education of all types and at all levels. Like its predecessor, the Directorate of Statistics and Personnel, the Department forwards educational statistics to the national focal-point, the Bureau of Statistics and Census in the Ministry of Finance, which publishes a monthly bulletin and a yearbook. The Department's new programmes call for the regular publication of statistical monographs on selected aspects of education, and it will be represented by a statistical section in the Ministry of Education's monthly bulletin.

In addition, it initiated in 1960 an informational publication, issued under the imprint of the Department of Documentation and Educational Information:

- 49 *Estadística educativa, 1961-* . Buenos Aires. Bi-monthly. Processed.

No. 1 contains charts of provisional statistics on enrolment, teachers and establishments for the year 1960 for all levels from pre-primary to university, divided by type of school and sex. No. 2 is made up of short resúmenes issued as press releases. Each release deals summarily with some limited area of educational statistics, e.g., number of commercial schools by province, number of certified teachers graduated in each year of the previous 10-year period.

The following statistical works are also important:

- 50 MINISTERIO DE EDUCACIÓN Y JUSTICIA. DIRECCIÓN DE BIBLIOTECA E INFORMACIÓN EDUCATIVA. *Estadística educativa: establecimientos, alumnos y profesores, año 1959*. Buenos Aires, s.d. Unpaged.
Contains six fold-out charts on number of establishments, students and teachers in the following areas: pre-primary, primary, secondary, post-secondary (non-university), and uni-

versity. The sixth chart is a general resúmen. The data are divided by type of school for each level, and the entity to which each type is responsible is also indicated.

- 51 SECRETARÍA DE ESTADO DE HACIENDA. DIRECCIÓN NACIONAL DE ESTADÍSTICA Y CENSOS. *Anuario estadístico de la República Argentina*. Annual.
(Title and frequency vary.)

Usually includes approximately 50-75 pages of educational statistics on enrolment, attendance and number of teachers, by sex and type of institution, for all levels of instruction. Comparative tables covering several years are sometimes given to indicate trends. Of late the *Anuario* has been one or two years in arrears.

- 52 SECRETARÍA DE ESTADO DE AGRICULTURA Y GANADERÍA DE LA NACIÓN. DIRECCIÓN DE SOCIOLOGÍA RURAL. *La escuela primaria rural en la República Argentina; análisis estadístico de la situación educacional*. [Buenos Aires] s.d. Charts. (Cuadernos de sociología rural, VIIa.)

A census of establishments, students and teachers by province and department as determined by a series of questionnaires. The census seems to have been taken in 1960, but the date is nowhere indicated.

- 53 UNIVERSIDAD DE BUENOS AIRES. *Censo universitario*. Buenos Aires, 1959. 243 p.

Results of an exhaustive census taken in October 1958 to determine the characteristics of the student body and teaching staff, their distribution by level and course, student progress (examinations, promotions, graduations) and other data. Sub-division is frequently very detailed. Information is for the National University of Buenos Aires and its dependent schools and institutes.

Education biography

- 54 *Quién es quién en la Argentina, 1939-* . Buenos Aires, Kraft. Irregular.

The 7th edition of this *Who's who* is dated 1958-59. It contains 40- to 60-line biographies (no portraits) in a single family name alphabet. There is an index by professions. For educators, consult the index under 'Profesores universitarios', 'Profesores de arte', 'Profesores de enseñanza secundaria, normal y especial', and 'Doctores en ...'.

Education libraries and museums

- 55 Biblioteca del Maestro, Ministerio de Educación de la Provincia de Buenos Aires, Calle 57, no. 777, La Plata.
- 56 Biblioteca Pedagógica, Instituto de Didáctica, Facultad de Filosofía y Letras, Universidad Nacional de Buenos Aires, Buenos Aires.
- 57 Biblioteca, Departamento de Ciencias de la Educación, Facultad de Humanidades y Ciencias de la Educación, Universidad Nacional de la Plata, Plaza Italia no. 121, La Plata.

General bibliographical work in Australia is sponsored by the Australian Advisory Council on Bibliographical Services working through the Commonwealth National Library, Canberra, ACT [7-9]. Several publications of the Council or the National Library include sections on education. For example, in the latest issue of *Australian books, a select list* [9], 21 of the entries deal with education. Most of these books can be consulted at any of the 47 posts which the National Library maintains in 34 different countries.

The two agencies dealt with below were established for the study of education on a national basis. Each is able to provide guidance and advice to the educational inquirer. Aspects of bibliographical work are included amongst their functions and their own studies and publications cover a considerable part of the educational scene.

1 AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH (ACER)

369 Lonsdale Street, Melbourne, C.1, Victoria.

Is an independent body established in 1930 as the result of a grant from the Carnegie Corporation in New York. While still maintaining its independence, it now receives grants from all Australian governments. From 1934 to 1945 the ACER was the National Centre for Educational Information under the League of Nations Committee on Intellectual Co-operation. The *Australian education index* [124] for which the ACER is responsible is an important bibliographical tool. For other publishing activities of the council see its *Record of council activities* [90]. [See also 40.]

2 COMMONWEALTH OFFICE OF EDUCATION (COE)

50 Miller Street, North Sydney (Postal address PO Box 189), New South Wales.

Established in 1945 by the Federal Government, now officially represents Australia in its educational contacts with other countries. The COE's activities arise from the educational advice needed by the Australian Government in its relations with other countries and the six Australian states. These activities include administrative functions such as the award of scholarships under various schemes. The materials published by the Commonwealth Office of Education, mainly in the form of periodicals and processed bulletins, give descriptive and statistical information on Australian education as a whole. This office and the ACER collaborate on various aspects of their work. [See also 21, 29.]

In the bibliographical, as well as other fields, it is important to remember that Australia has six autonomous state systems of education.

Two nation-wide bodies exist for consultation between the states at the ministerial and the administrative level:

3 AUSTRALIAN EDUCATION COUNCIL

c/o Department of Education, Sydney, New South Wales.

Consists of the Ministers of Education.

4 CONFERENCE OF DIRECTORS OF EDUCATION c/o Education Department, Melbourne, Victoria.

In some respects, such as the absence of participation in educational responsibility by local government, and the control of public education from a central state department, the state systems resemble each other sufficiently for a single description to suffice. However, the differences between these systems are often quite marked when it comes to details, and the student of Australian education must be prepared to consult sources dealing with the individual states. In the bibliography following, it will be found that these geographical divisions are typically indicated in the title.

Inquiries concerning public education at the primary and secondary levels in the six states can be addressed to the Secretary, Education Department, followed by the name of the capital city (Sydney, New South Wales; Melbourne, Victoria; Brisbane, Queensland; Adelaide, South Australia; Perth, Western Australia; Hobart, Tasmania). It is common practice for official documents to be printed by the government printer of the state in question, and if available for sale, to be sold through his office.

School broadcasts are provided on a national basis, and information should be sought from

5 AUSTRALIAN BROADCASTING COMMISSION (School Broadcasts)

A.B.C. Director of Education, Box 487, GPO, Sydney, New South Wales.

[See also 39.]

Inquiries concerning the provision of university education at a national level should be addressed to

6 AUSTRALIAN UNIVERSITIES COMMISSION

Commonwealth Offices, Treasury Place, Melbourne, Victoria.

[See also 25.]

Inquiries about particular universities should be addressed to the university.

See also a typical university *Calendar* [50] and *Commonwealth universities yearbook* [International sources 1].

Reference works

7 *Australian bibliography and bibliographical services.* Canberra, Australian Advisory Council on Bibliographical Services, 1960. 219 p.

Compiled by the Australian Bibliographical Centre, Commonwealth National Library. Entries 523-32 and 542-53 give references to lists of theses accepted for higher degrees, research projects in education, psychology and the social sciences, educational periodicals and education bibliographies.

- 8 **COMMONWEALTH NATIONAL LIBRARY.** *Annual catalogue of Australian publications*, no. 1-25. Canberra, 1936-60.

Includes books on education published in Australia, and contains also books of Australian interest published overseas, a selected list of Australian periodicals, annuals and serial publications and a directory of Australian publishers. This catalogue will be superseded by the annual cumulation of the *Australian national bibliography*, January 1961-

- 9 ———. *Australian books, a select list*. Canberra. Revised annually.

Lists, for each of a number of subjects including education, standard works in print and recent publications of interest.

- 10 *Atlas of Australia's resources*. Canberra, Department of National Development, 1956.

A series of separately published maps, with commentaries, including a map and commentary (23 p.) on educational facilities.

- 11 *Australian encyclopaedia*. Sydney, Angus and Robertson, 1958. 10 vols.

Education (vol. 3, p. 344-60): sections by various authors deal with the Commonwealth Office of Education, adult education, public education, technical education; short bibliography. Universities (vol. 9, p. 77-91): a general survey of the founding and development of the nine Australian universities, established up to 1956.

- 12 *Official year book of the Commonwealth of Australia*, no. 1- , 1901/08- . Canberra, Government Printer, 1908-

Part VII. Education, justice, health, welfare services, contains a substantial section on education. It gives a general account of education of all types and at all levels together with related activities, and includes various statistical tables. This part is also published separately in advance of the publication of the full year book.

The *Year book* for 1909 contains a chapter on the history of education in Australia giving the boards and councils which operated prior to the passing of Acts placing education under the minister or director in each state. [See below, State legislation.]

Some states also publish a general year book which includes information on education, for example, for New South Wales, there is an *Official year book*, for Victoria, a *Victorian year book* and for Queensland, a *Queensland year book*.

[See also 85-87, 124 and International sources 1.]

Legislative and policy documentation

Federal legislation

The Australian Commonwealth Government does not legislate for primary and secondary education in

the states. Even the schools in the Australian Capital Territory are staffed and administered under an arrangement with the New South Wales Government through its Education Department. However, the Commonwealth Government has passed legislation which enables it either directly or indirectly to provide a variety of educational services. An illustration of indirect assistance is the setting up and financing of the Australian Broadcasting Commission as an independent body which, as one of its services [see also 5, 39], provides school broadcasts throughout Australia.

The legislation which enables the Commonwealth Government to participate directly in certain educational activities is listed below.

Acts providing for education in the Territories of the Commonwealth are:

- 13 *Education Ordinance (Norfolk Island)* 1931 and 1937.
- 14 *Cocos-Keeling Islands Act* 1955 and 1958.
- 15 *Christmas Island Act* 1958 and 1959.
- 16 *Compulsory Education Ordinance (Nauru)* 1921 and 1951.
- 17 *Papua and New Guinea. Education Ordinance* 1952 and 1957.
- 18 *Northern Territory. Education Ordinance* 1957 and 1959.
- 19 *Northern Territory. Welfare Ordinance* 1953 and 1957.

Acts providing for Commonwealth participation in other educational activities are:

- 20 *State Grants (Universities) Act* No. 81 of 1951. Original act revised as follows: No. 7 of 1953; No. 28 of 1955; No. 37 of 1956; No. 7 of 1957 and No. 27 of 1958. The total grant to state universities under the 1957 Act was £2,300,000.
- 21 *Education Act* No. 55 of 1945. Establishes the Commonwealth Office of Education. Regulations made under this Act enabled the Government to establish its scheme for granting 3,000 scholarships a year.
- 22 *Australian National University Act* No. 22 of 1946; No. 21 of 1947; No. 56 of 1947. Provides for the setting up of the Australian National University at Canberra.
- 23 *Australian Universities Commission Act* No. 30 of 1959.

The Commonwealth has issued also the following reports on the provision and development of university education:

- 24 *Report of the Committee on Australian Universities* (Keith A. H. Murray, chairman). Canberra, Government Printer, 1957. 133 p.

- 25 AUSTRALIAN UNIVERSITIES COMMISSION. *Report on Australian universities, 1958-1963*. Government Printer, Canberra, 1960. 77 p.

This is the first report of the permanent commission appointed by the Commonwealth Government in 1959 to advise on the present and future needs of Australian universities. [See also 23.]

State legislation

In each of the Australian states the legal basis for public education is provided in an educational Act. Such Acts were originally passed at dates ranging between 1872 (Victoria) and 1893 (Western Australia) [12]. These original Acts have been superseded or amended from time to time. It is common practice to issue regulations under the Act which have the force of law. The overall situation thus becomes too complex, even in any one state, to be covered by reference to a single document, although it is not so difficult in one or two states where a consolidation of legislation has been made in recent years. It must also be pointed out that teachers, being public servants, are liable to be affected by public service laws or regulations which would have to be studied in addition to education acts, so called. A summary of educational legislation operative in the Australian states is given in the Unesco publication *Compulsory education in Australia* [51]. Current changes in legislation or in regulations are listed as they occur in each number of *Australian education index* [124].

Each of the State Education Departments issues an official monthly gazette to convey information to teachers, to give notification of new regulations, and so on. These publications are listed in the *International list of educational periodicals* [International sources 3]. For New South Wales, there is also a separate *Handbook* [48] giving regulations affecting teachers.

Recently several states have appointed committees to review various aspects of their present educational systems, and have issued the following reports:

- 26 NEW SOUTH WALES. *Report of the Committee on Secondary Education in New South Wales* (H. S. Wyndham, chairman). Sydney, Government Printer, 1958. 170 p.

This report to the Minister of Education surveys the history of education in New South Wales, describes various types of schools and courses, examinations and standards, administrative features, aims, and concludes with a series of recommendations on such questions as transition from primary to secondary school, secondary education for all, the common core of the curriculum, electives.

- 27 VICTORIA. *Report of the Committee on State Education*. Melbourne, Government Printer, 1960. 180 p.

Report of an official committee appointed by the Minister of Education, in 1958. Part I, an historical account of education in the state; Part II, an account of the organization of the Department, duties of its officers, etc.; Part III discusses problems facing the present system; Part IV, summary, conclusions and recommendations.

- 28 WESTERN AUSTRALIA. *The Secondary Schools' Curriculum Committee*. Perth, Education Department, 1958. 26 p.

Interim report of a committee appointed by the Minister of Education. The committee consisted of representatives of community organizations as well as of the university, of teachers, of schools and of the Education Department. Basic principles are set out and comments on these invited through the Parents' and Citizens' Federation.

Administration of the educational system

As explained earlier, the Federal Government has recently assumed certain educational functions, particularly at the tertiary level. The administration of primary and secondary (including in this term most of the 'technical') schools is the responsibility of the six State Education Departments. There are no administrative responsibilities in school education at the local government level. The universities are self-governing bodies operating in all cases under state or federal legislation and receiving the greater portion of their funds from government grants. There are no private universities or degree-granting institutions.

Each State Education Department issues official courses of study—typically suggestive, at least in intent—but these are fairly constantly under review, perhaps one subject at a time, so that the situation becomes too complex for detailed listing. The curriculum of the secondary schools is closely associated with preparation for what are commonly known as 'public examinations' which at the higher level admit students to the universities. The requirements for these examinations are typically laid down by a special body consisting of representatives of the universities as well as of the schools. The same body may be responsible for the conduct of the public examinations. Because of these arrangements the best indication of the curricula commonly followed in secondary schools is to be found in an annual publication, usually entitled handbook or manual, of the state university [45].

Although the Commonwealth Office of Education, the Australian Council for Educational Research and the Australian Broadcasting Commission do not administer schools, their annual reports are included in

the following list as well as certain publications of the two first named bodies which have a direct bearing on administration:

- 29 COMMONWEALTH OFFICE OF EDUCATION. *Report, 1945- .* Sydney. Annual.
Gives details of activities carried out under the functions listed in the introduction to this bibliography [2].
- 30 DEPARTMENT OF TERRITORIES. *Report . . . on the administration of the Territory of Nauru, 1915/20-1940, 1947/48- .* Melbourne and Canberra, Government Printer.
Report 1915/20 covers administration during the military occupation. Part VIII, Educational advancement. Describes the general educational system at primary and secondary levels, provision for overseas and higher education, training of teachers, etc.
- 31 —. *Report . . . of the administration of the Territory of New Guinea, 1914/21-1939/40, 1946/47- .* Melbourne and Canberra, Government Printer.
Prior to 1953/54 issued by the administration of the Territory of New Guinea. Part VIII, Educational advancement. Covers legislative and administrative aspects of education at various levels. Details steps taken to improve facilities, provide training for teachers, etc.
- 32 —. *Territory of Papua. Annual report, 1922/23- .* Melbourne and Canberra, Government Printer.
Reports 1906/07-1939/40, 1948/49 contained in *Australian parliamentary papers*. Not issued 1941/42-1944/45. Part IV gives details of the general education system and progress made in the fields of primary, secondary, higher and adult education.
- 33 NEW SOUTH WALES. *Report of the Minister for Education, 1880- .* Sydney, Government Printer. Annual.
Gives full particulars of the operation and development of public education (excluding technical) in this state. Numerous statistical tables.
- 34 QUEENSLAND. *Report of the Minister for Education, 1876- .* Brisbane, Government Printer. Annual.
Incorporating reports of Director-General and directors of primary, secondary, technical and special education services.
- 35 SOUTH AUSTRALIA. *Report of the Minister of Education [1875?]- .* Adelaide, Government Printer. Annual.
- 36 TASMANIA. *Report of the Director of Education, 1886- .* Hobart, Government Printer. Annual.
- 37 VICTORIA. *Report of the Minister of Education, 1873- .* Melbourne, Government Printer. Annual.
- 38 WESTERN AUSTRALIA. *Report of the Director of Education [1893?]- .* Perth, Government Printer. Annual.
- 39 AUSTRALIAN BROADCASTING COMMISSION. *Report, 1930-31- .* Annual.
Presented as required by statute through the Postmaster General to the Federal Parliament. Section on Youth Education deals with school broadcasts and the development of school television. Appendix 22 of report for 1959-60 indicates that 93 per cent of Australian schools listened to ABC broadcasts during that year.
- 40 AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH. *Report, 1930- .* Annual.
Report of research activities for the year, of the preparation and distribution of tests, of relationships with education authorities, examining bodies, etc. Section 5 gives reports from the six state institutes of educational research which collaborate with the central body and appoint the representative from the state concerned.
- 41 BALL, D.; CUNNINGHAM, K. S.; RADFORD, W. C. *Supervision and inspection of primary schools.* Melbourne, Australian Council for Educational Research. In press. Approx. 300 p.
Gives full details of the methods of inspection in the Australian state systems and some comparison with methods in other countries. Analyses and discusses the theory and the practical problems of supervision.
- 42 COMMONWEALTH OFFICE OF EDUCATION. *Education in Australia*, rev. ed. Sydney, 1959. 25 p. (Bulletin 20).
Gives brief but authoritative information on the state school systems, non-government schools, higher education, other educational services, Commonwealth participation, educational finance, together with short bibliography.
- 43 —. *Government scholarships for secondary education*, rev. ed. Sydney, 1958. 29 p. (Bulletin 13).
Gives details of numbers, of amounts and of conditions of award of bursaries or scholarships offered by each of the states and the Commonwealth for students at secondary education levels.
- 44 —. *Travelling and boarding allowances and concessions for school children*, rev. ed. Sydney, 1958. 17 p. (Bulletin 5).
Details concessions and allowances for school children in each state.
- 45 MELBOURNE UNIVERSITY. *Handbook of public and matriculation examinations.* Melbourne, University of Melbourne, 1960. 431 p.
Gives full information on the public examination system (School Intermediate; School Leaving; Matriculation) that operates throughout the state and applies to all secondary (academic type) schools. Lists approved (accredited) schools. Outlines are given of courses of study in all subjects of the secondary school curriculum together with prescribed and recommended textbooks.

The *Handbook* (above) can be taken as a sample of an annual publication available in each of the six states to guide schools and students concerned with secondary courses. The controlling body for the

public examinations varies in constitution from state to state but normally involves collaboration between the schools, the Education Department, and the university. Except in New South Wales [48] the university in the state capital city is responsible for issuing the handbook or manual of examinations as follows:

UNIVERSITY OF ADELAIDE. *Manual of the Public Examinations Board*.

UNIVERSITY OF QUEENSLAND. *Manual of public examinations*.

UNIVERSITY OF TASMANIA. *Matriculation manual*.

UNIVERSITY OF WESTERN AUSTRALIA. *Manual of public examinations*.

In all states the examining authorities publish each year the examination papers of the previous year as well as a volume of examiners' comments.

- 46 NATIONAL CAPITAL DEVELOPMENT COMMISSION. PLANNING SURVEY. *Report of Canberra City District, Canberra A.C.T.* Canberra, 1959. 58 p. 12 appendices.

Processed. Chapter 6: Education, 3 p. and special map. Various facilities from pre-primary centres to university are dealt with. Controls and administration briefly described.

- 47 NEW SOUTH WALES. DEPARTMENT OF EDUCATION. *Guide to post-primary courses, examinations and scholarships 1960*. Sydney. 174 p.

A handbook of information for teachers, career advisers and school counsellors. Deals with various types of courses at the post-primary level, scholarships, hostels, conveyance of country children, approved syllabuses, prescribed and recommended textbooks, matriculation, university bursaries, etc.

- 48 ———. *Handbook*. Sydney, 1956. 474 p.

Instructions and information for the guidance of teachers. Contains information about the conduct of schools, management of buildings and equipment; gives relevant sections of legislation concerning employment of teachers, salaries and related matters; gives regulations under the Public Service Act affecting teachers.

- 49 ———. DEPARTMENT OF TECHNICAL EDUCATION. *Handbook, 1950- .* Sydney. Annual.

Prior to 1944 issued by Sydney Technical College; 1944-49 issued by Technical Education Branch of Department of Education.

Provides details of technical colleges throughout the state and of the courses. Lists administrative and teaching officers. Covers regulations, fees, bursaries, etc.

- 50 SYDNEY UNIVERSITY. *Calendar, 1960*. Sydney, Government Printer. 1,322 p.

List of dates of academic year, university officers and staff, royal charter, legislation relating to the university, by-laws of the university, scholarships, courses of study, fees, etc.

This *Calendar* can be taken as a typical example of the annual publication produced by each of Australia's ten universities and five university colleges.

- 51 UNESCO. *Compulsory education in Australia*. Paris, 1951. 188 p. (Unesco Studies on Compulsory Education, 3).

Prepared by the Australian National Co-operating Body for Education. A general review of education in Australia for the years of compulsory schooling, with references, where relevant, to the variations between states. Separate chapters prepared by specialists on such matters as historical background, administration, curriculum, teacher recruitment and training, inspection, buildings and equipment, non-government schools (church and otherwise), legal background, general evaluation of the systems.

[See also 52, 83, 94, 134.]

Structure and organization

- 52 'Accelerated development in education in Papua and New Guinea'. In: *Australia: Australian territories*, vol. 1, no. 1, December 1960, p. 30-5.

- 53 ALEXANDER, F. *Adult education in Australia*. Melbourne, Cheshire, 1959. 39 p.

Traces the historical origins of adult education in Australia to the importation of the British pattern in the early years of the century; indicates what changes have taken place since, and argues that the system as a whole has not adequately met Australian needs.

- 54 AUGHTERSON, W.V. 'The schools of Australia'. In: *Taking stock: aspects of understanding life in Australia*, ed. by W. V. Aughterson. Melbourne, Cheshire, 1953, p. 63-78.

- 55 AUSTRALIAN ACADEMY OF SCIENCE. *Scientific and technological manpower: supply and demand in Australia*. Canberra, 1957. 26 p.

This analysis of supply and demand for scientists (including teachers of mathematics and science) in Australia suggests that in comparison with other countries the situation is seriously deficient.

- 56 AUSTRALIAN INDUSTRIES DEVELOPMENT ASSOCIATION. *Training for industry*. Melbourne, 1959. 63 p.

Prepared by a panel of experienced executives appointed by the association to express the views of industry about the training of its work people.

- 57 BEAN, C. E. W. *Here, my son*. Sydney, Angus and Robertson, 1950. 257 p.

An historical account of independent boys' schools in Australia. Special attention is given to schools represented on the Headmasters' Conference, some 45 in number.

- 58 BEST, Rupert J., ed. *Introducing South Australia*. Melbourne, University Press, 1958. xvi, 360 p.

Published for the 1958 meeting of Australian and New Zealand Association for the Advancement of Science. Part 7, in 5 sections, covers Pre-primary education (R. J. Best); Education in South Australia (A. C. Hitchcox); The University of Adelaide (The Registrar); Technical education in South Australia (R. W. Parsons); Libraries, museums and art galleries (H. C. Brideson).

- 59 BRAITHWAITE, John M.; KING, Edward J. *Multiple class teaching*. Paris, Unesco, 1955. 44 p. (Educational studies and documents, 12).
A study of the organization and teaching practice of one-teacher schools in New South Wales, Australia.
- 60 COMMONWEALTH IMMIGRATION ADVISORY COUNCIL. *The Progress and assimilation of migrant children in Australia*. Canberra, 1960. 43 p.
A report by a special committee of the council presented to the Australian Citizenship Convention, Canberra, February 1960. Covers social and educational aspects of assimilation.
- 61 COMMONWEALTH OFFICE OF EDUCATION. *Adult education in Australia*. Sydney, 1957. 18 p. (Bulletin 30).
Deals with the non-vocational aspects of adult education in each of the states.
- 62 ——. *Agricultural education in Australia*, rev. ed. Sydney, 1959. 23 p. (Bulletin 23).
Types of courses and institutions providing agricultural instruction at primary, secondary and tertiary levels.
- 63 ——. *Directory of courses in higher education in Australia*. Sydney, 1959. 58 p.
A list of courses, chiefly at tertiary level, available in Australia at universities and technical colleges. The name of the institution, the title of the degree or diploma, the duration of the course and its requirements are shown.
- 64 ——. *Education by correspondence in Australia*, rev. ed. Sydney, 1958. 9 p. (Bulletin 28).
A summary account with relevant statistics, of the scope and methods of instruction by correspondence at various levels.
- 65 ——. *Educational guidance services in state education departments of Australia*, rev. ed. Sydney, 1953. 22 p. (Bulletin 14).
Shows for each state the staffing arrangements, the testing programmes and the functions of the guidance services.
- 66 ——. *External tuition by Australian universities*, rev. ed. Sydney, 1957. 13 p. (Bulletin 21).
Gives details of the conditions under which tuition is provided by certain Australian universities, and of the courses—mainly by correspondence—which are available.
- 67 ——. *Matriculation requirements of Australian universities*. Sydney, 1958. 20 p. (Bulletin 33).
Gives details of the academic requirements for admission to the nine Australian universities established by 1958.
- 68 ——. *Secondary education in remote rural areas*, rev. ed. Sydney, 1956. 15 p. (Bulletin 24).
Covers transport to secondary schools, hostels, financial assistance for children living away from home, correspondence education, education by radio, library services. All states covered.
- 69 ——. *Secondary school examinations in Australia*, rev. ed. Sydney, 1958. 34 p. (Bulletin 25).
Provides details of the public and matriculation examinations conducted during or at the end of the secondary stage of education in Australia.
- 70 ——. *Secondary schools and courses in Australia*. Sydney, 1958. 40 p. (Bulletin 34).
For each of the Australian states and territories the names and descriptions are given of the various types of school at the secondary level. Both government and non-government schools are covered.
- 71 ——. *Technical education in Australia*. Sydney, 1958. 37 p. (Bulletin 31).
Shows the administrative structure of technical education in each state, the various courses provided, recruitment and training of technical teachers; Commonwealth and state relations; statistics of technical schools and colleges.
- 72 ——. *The Training of teachers*, rev. ed. Sydney, 1957. 42 p. (Bulletin 29).
Gives details of the provision for training teachers for public schools made by each of the state education departments in Australia. Names of training centres, dates of establishment, courses provided.
Commonwealth universities yearbook. [See International sources 1.]
Section on Australian universities, with short bibliography.
- 73 CONNELL, W. F. *The Foundations of secondary education*. Melbourne, Australian Council for Educational Research. In press. 122 p. (Monographs on secondary education, 1).
A statement of the purposes, principles, traditions and resources of secondary education, including types of school and examination, curriculum and fundamentals of method.
- 74 CRAMER, John F. 'State schools in Australia'. In: *Education* (U.S.A.), vol. 76, Feb. 1956, p. 347-51.
A general account and evaluation of Australian education by an American educationist with first-hand knowledge of the system.
- 75 CUMPSTON, J. H. L.; HEINIG, C. M. *Pre-school centres in Australia . . . the Lady Gowrie child centres*. Canberra, Department of Health, 1945. 231 p.
- 76 CUNNINGHAM, Kenneth S. 'The education system'. In: CAIGER, C. *The Australian way of life*. London, Heinemann, 1953, p. 45-67. (Way of Life Series).
- 77 ——. 'Education in Victoria'. In: LEEPER, G. W. *Introducing Victoria*. Melbourne, University Press, 1955, p. 201-15.
Published for the 1955 Congress of the Australian and New Zealand Association for the Advancement of Science.
- 78 FOGARTY, R. *Catholic education in Australia, 1806-1950*. Melbourne, University Press, 1959. 567 p.
An authoritative historical account of Catholic education in Australia in its relationships to the emergence of the national secular systems.
- 79 HARRIS, Thistle Y. *The Teaching of nature study*. Melbourne, Australian Council for Educational Research, 1954. 100 p.

- 80 MOSSENSON, D. *Teacher training in Western Australia*. Melbourne, Australian Council for Educational Research, 1955. 116 p.

An historical survey of the training of teachers in Western Australia. Relationships with the general development of public education in the state concerned are dealt with.

- 81 PARTRIDGE, P. H. 'The Australian universities'. In: AUGHTERSON, W. V., ed. *Taking stock*. Melbourne, Cheshire, 1953, p. 45-60.

- 82 PEERS, Robert. *Adult education in Australia*. Sydney, Commonwealth Office of Education, 1951. 23 p.
Report of investigation under the auspices of the British Council and the Commonwealth Office of Education.

- 83 RADFORD, W. C. *The Non-government schools of Australia*. Melbourne, University Press [1953]. 123 p.

An account—descriptive and statistical—of the types of non-government schools in Australia, giving details of organization and control, numbers of teachers and pupils, official relations with government, etc. A full list of schools is appended.

- 84 RAYNER, S. A. *Correspondence education in Australia and New Zealand*. Melbourne, Australian Council for Educational Research, 1949. 119 p.

The history and scope of education by correspondence in Australia and New Zealand in the field of primary, secondary and technical work. Curricula, methods and attainments of students also dealt with.

- 85 *Review of education in Australia, 1940-1948*. Melbourne, University Press, 1950. 258 p.

Prepared for Australian Council for Educational Research by D. M. Waddington, W. C. Radford, J. A. Keats. Covers developments in Australian education in period 1940-47. Outlines administrative structure in all states. Special section on comparative expenditures on education in the various states. Two earlier volumes, 1938, 1939, describe educational organization as at those dates.

- 86 *Review of education in Australia, 1948-1954*. Melbourne, Australian Council for Educational Research, 1956. 363 p.

Brings up to date the information given in earlier volumes on school administration, types of school, enrolments, costs, etc. Special sections deal with Catholic education and with technical education in all states.

- 87 *Review of education in Australia, 1954-1960*. Melbourne, Australian Council for Educational Research. In preparation.

Will survey developments during period under review with special attention to tertiary level.

- 88 SOUTH PACIFIC COMMISSION. *Report, 1948-1950*. Nouméa, 1950-.

From 1958 entitled *Progress in the Pacific*. The South Pacific Commission is an advisory and consultative body set up by the six governments administering non-self-governing territories in the South Pacific region. [For a note on its educational activities, see United Kingdom Pacific Territories, general 1.]

UNITED NATIONS. *Non-self-governing territories: summaries of information, 1946-*

[See International sources 11.]

—, *Special study on educational conditions in non-self-governing territories, 1954-*

[See United Kingdom territories, general 8.]

WEDGWOOD, Camilla Hildegard. *Education in the Pacific Islands: a selective bibliography*.

[See United Kingdom Pacific territories, general 8.]

- 89 WHITFORD, R. L. G. V. *Brooks community school, Newnham Hall, Launceston*. Hobart, Government Printer, 1954. 40 p.

See also 25, 26, 27, 149, 150 in this chapter and *Education and liberty* [U.S.A. 90].

Educational studies and research

Bibliographies and lists of research in progress

- 90 AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH. *A record of council activities, 1930-1955*. Melbourne, 1955. 43 p.

- 91 *Bibliography of research in the social sciences in Australia, 1954-1957*. Canberra, Social Science Research Council of Australia, 1958. 52 p.
Annotated entries nos. 102-70 deal with education.

- 92 COMMONWEALTH OFFICE OF EDUCATION. *Educational research in Australia, 1950-*. Sydney. Annual.
Lists current research in education in Australia. Covers work being done by members of university staffs, the State Departments of Education, the Australian Council for Educational Research, the Commonwealth Office of Education and by students working for higher degrees.

Research within the universities is usually reported either in the *Calendar* [50] of the various universities or in a separate publication entitled variously, summary, or record of research. The following item is a typical publication:

- 93 MELBOURNE UNIVERSITY. *Report of research and investigation*. Melbourne, 1958. 302 p.

A summary of research activities and published contributions to science and literature in each of the departments and faculties of the university for the research year.

Books

- 94 BUTTS, R. F. *Assumptions underlying Australian education*. Melbourne, Australian Council for Educational Research, 1955. 80 p.

This essay is founded on a six months visit to Australia under a Fulbright scholarship by a well-known American professor of educational philosophy. Based on visits to schools in all states, he analyses the practices and attitudes he observed and attempts to trace their implications in educational theory.

- 95 CONNELL, William F. *et al. Growing up in an Australian city.* Melbourne, Australian Council for Educational Research, 1957. 239 p.
A study of adolescents in the city of Sydney, N.S.W. Based on questionnaires applied to over 8,000 cases. Study is made of the status, the emotional adjustments and the intellectual interests of young people.
- 96 CRAMER, John F.; BROWNE, George S. *Contemporary education: a comparative study of national systems.* New York, Harcourt Brace, 1956. 637 p.
Examines the administration, control and finance of schools in Australia and a number of other countries, classified according to the degree and nature of the control exercised over education. Deals with schools in action, special problems, notable achievement and international understanding through education.
- 97 'Education and assimilation of migrants in Australia'. In: *New era in home and school*, vol. 32, no. 2, Feb. 1951.
Special number compiled by Australian Federal Council of New Education Fellowship.
- 98 GRIFFITHS, David C. *Documents on the establishment of education in New South Wales. 1789-1800.* Melbourne, Australian Council for Educational Research, 1957. 211 p.
Selected original educational documents dealing with early stages of Australia's settlement and throwing light on present educational patterns.
- 99 HOHNE, H. H. *The Prediction of academic success.* Melbourne, Australian Council for Educational Research, 1950-51. Part 1, 159 p.; Part 2, 70 p.
An investigation into the academic careers of students entering the Faculty of Arts of the University of Melbourne in 1943 and 1944. Success or failure of each student followed throughout academic life.
- 100 ——. *Success and failure in scientific faculties of the University of Melbourne.* Melbourne, Australian Council for Educational Research, 1955. 129 p.
Analysis of academic careers of students entering science faculties in 1943 and 1944.
- 101 MACKENZIE, Isabel. *The Why and how of child art.* Sydney, Angus and Robertson, 1955. 61 p.
- 102 MCLEAN, Donald. *Nature's second sun: leaves from a teacher's log.* London, Heinemann, 1954. xii, 130 p.
- 103 ——. *The Education of personality.* London, Heinemann, 1952. 110 p. (Heinemann education series).
- 104 OESER, O. A., ed. *Teacher, pupil and task.* London, Tavistock, 1955. xiii, 196 p.
- 105 RADFORD, W. C. *A General survey of educational research in U.S.A., Canada, England and Scotland.* Melbourne, Australian Council for Educational Research, 1954. 48 p.
- 106 RAYNER, S. A. *The Special vocabulary of civics.* Melbourne, University Press, 1951.
- 107 WYETH, E. R. *Education in Queensland.* Melbourne, Australian Council for Educational Research, 1955. 214 p.
An historical account of the development of national education in Queensland 1824-1952. Deals with legislative, administrative and political problems and changes in relation to education from the days of first settlement.
[See also 40, 128.]

Textbooks and instructional materials

The books which are prescribed or recommended for study are listed by the educational authority which publishes the curriculum in question. These vary of course from state to state. In primary courses the books will be found listed in the curricula published by the education department concerned. Books typical of those used in secondary courses will be found in the handbook published in connexion with the public examination [45]. Those for tertiary courses will be found in university calendars [50].

The majority of books used in primary schools are locally produced. For example, the State Education Departments usually produce and publish their own school readers. The great proportion of textbooks used at tertiary level are imported from other English-speaking countries, mainly England and the United States. At the secondary level the position between local and imported books is fairly evenly balanced. Many of the books in social studies are local, while those in subjects such as chemistry and mathematics are likely to be imported.

Annual catalogue of Australian publications [8] includes a directory of Australian publishers.

- 108 *Cassell's directory of publishing in Great Britain, the Commonwealth and Ireland, 1960-61.* London, 1960.
Australian publishers, names of directors, address, types of books published, etc., p. 161-72.

The Australian Council for Educational Research [1] and the Commonwealth Office of Education [2] both engage in a considerable amount of educational publishing. Other educational publishing in Australia is carried out chiefly by the publishers listed below, each of which produces a regular catalogue. However, few if any of them limit themselves to the publication of educational books only.

Angus and Robertson (Publishers) Pty. Ltd., 89 Castlereagh Street, Sydney, New South Wales.
 William Brooks and Co., 299 Queen Street, Brisbane, Queensland.
 Carrols Pty. Ltd., 566 Hay Street, Perth, Western Australia.
 F. W. Cheshire Pty. Ltd., 338 Little Collins Street, Melbourne, C.1, Victoria.
 Collins Publishers, 33 York Street, Sydney, New South Wales.
 Georgian House Pty. Ltd., 296 Beaconsfield Parade, Middle Park, S.C.6, Melbourne, Victoria.
 William Heinemann Ltd., Southern Cross Chambers, 317 Collins Street, Melbourne, Victoria.
 Hodder and Stoughton Ltd., 425 Little Collins Street, Melbourne, Victoria.
 Jacaranda Press Pty. Ltd., 73 Elizabeth Street, Brisbane, Queensland.
 Longmans, Green and Co. Ltd., 605-611 Lonsdale Street, Melbourne, C.1, Victoria.
 Macmillan and Co. Ltd., 32-34 Flinders Street, Melbourne, C.1, Victoria.
 Melbourne University Press, Parkville, Melbourne, N.2, Victoria.
 Thomas Nelson and Sons Ltd., 312 Flinders Street, Melbourne, C.1, Victoria.
 Oxford University Press, 346 Little Collins Street, Melbourne, Victoria.
 Sir Isaac Pitman and Sons Ltd., 158 Bouverie Street, Carlton, N.3, Victoria.
 Rigby Ltd., 22-26 James Place, Adelaide, South Australia.
 Shakespeare Head Press Pty. Ltd., 21 Pier Street, Sydney, New South Wales.
 University of Western Australia Press, Nedlands, Western Australia.
 Whitcombe and Tombs Pty. Ltd., 332 Collins Street, Melbourne, C.1, Victoria.

Education associations

The overall pattern of educational associations in Australia is plainly indicated in the lists of publications sponsored and produced by these associations [121, 122, 123 and following section on 'Educational journals']. Unless the name of a state is included in the title, it can be assumed that the association functions at the national level, although of course, even apart from population, it is likely to be stronger in some states than in others. Rotation of headquarters from state to state is not uncommon, though such changes typically take place after two or more years

rather than annually. Some federal bodies are formed by amalgamation or affiliation of autonomous bodies which function at the state level. An example is the Australian Teachers' Federation [122] which has the affiliation of all six state teachers' unions. Similarly the state sections of the New Education Fellowship delegate certain functions to a rotating federal executive.

There are various ways in which associations can be classified. On the question of eligibility for membership, some have what might be called 'self-defining' membership, whereas others are open to any interested person, who may or not have to possess special qualifications. Illustrations of the former would be the Australian Education Council, consisting of the six state ministers of education [3], or the staff associations of universities. The latest arrival on the scene is the Australian College of Education [121] in which membership is limited to those nominated on the basis of distinction in the profession. On the question of the special interests of the associations we find a range from those concerned with a whole stage of the educational process, e.g., the Australian Pre-School Association, to those concerned with the education of children who are handicapped in a particular way or to associations of teachers who are involved in teaching a particular subject or group of subjects (such as modern languages) in the curriculum. Finally, distinction can be made between associations of teachers and those of people interested in the schools but not professionally engaged in teaching, e.g., New Education Fellowship.

A list of Australian education associations functioning at the national level will be found in *An International directory of education associations* [International sources 2]. Affiliated state associations may be located by reference to the national associations.

The following list consists of additional associations functioning at the national or state level, together with associations already listed in the *International directory of education associations*, whose addresses are known to have changed. Because of the practice of rotating offices, with the exception of the few associations with permanent headquarters, addresses are likely to change every two or three years.

- 109 AUSTRALIAN ASSOCIATION FOR ADULT EDUCATION
Department of Adult Education, The University, Adelaide, South Australia.
- 110 AUSTRALIAN COLLEGE OF EDUCATION
Royal Society Building, 9 Victoria Street, Melbourne, C.1, Victoria.

- 111 AUSTRALIAN COUNCIL OF SCHOOL ORGANIZATIONS
16 Swanton Street, New Town, Tasmania.
- 112 AUSTRALIAN INSTITUTE OF INSPECTORS OF SCHOOLS
967 Brunswick Road, New Farm, Queensland.
- 113 AUSTRALIAN PHYSICAL EDUCATION ASSOCIATION
c/o Department of Physical Education, University
of Melbourne, Parkville, N.2, Victoria.
- 114 AUSTRALIAN SCIENCE TEACHERS' ASSOCIATION
Sydney Teachers' College, New Town, New South
Wales.
- 115 HEADMISTRESSES ASSOCIATION OF AUSTRALIA
Queenwood School, Nosman, New South Wales.
- 116 LIBRARY ASSOCIATION OF AUSTRALIA
c/o Public Library of New South Wales, Mac-
quarie Street, Sydney, New South Wales.
- 117 NATIONAL UNION OF AUSTRALIA UNIVERSITY STU-
DENTS
c/o University of Melbourne, Parkville, N.2, Vic-
toria.
- 118 NEW EDUCATION FELLOWSHIP, FEDERAL COUNCIL
13 Reading Street, Clearview, South Australia.
- 119 TEACHERS' GUILD OF NEW SOUTH WALES
44 Margaret Street, Sydney, New South Wales.
- 120 VICTORIAN SECONDARY TEACHERS' ASSOCIATION
Fawkner High School, Victoria.

Typical publications of these associations are as listed below. For periodical publications see following section on 'Educational journals'.

- 121 AUSTRALIAN COLLEGE OF EDUCATION. *Founders' Con-
vention*. Melbourne, Cheshire, 1960. 65 p.
An account of the convention held in May 1959 to establish
the college. Includes the constitution of the college and the
list of foundation members.
- 122 THE AUSTRALIAN TEACHERS' FEDERATION. *Report of
the Fortieth Annual Conference held at Adelaide,
South Australia, January 1960*. Sydney, 1960. 39 p.
Discussions and resolutions on various aspects of Australian
education by delegates from the five state teachers' unions
which by affiliation form the Australian Teachers' Federation.
- 123 *Victorian Teachers' Union handbook*. Melbourne,
1960. 42 p.
Contains information for the guidance of its 15,000 members.
Shows relations with the education authorities, teachers'
salaries, methods of classification and promotion; quotes
relevant regulations, particulars of leave, superannuation
appeals, etc. General Secretary, VTU, Box 1670, GPO,
Melbourne, C.1, Victoria.

Educational journals

- 124 *Australian education index*, 1958- . Melbourne,
Australian Council for Educational Research.
Quarterly.

A subject and author index to Australian periodical and non-periodical publications in education and psychology. Part I, Index to books, pamphlets and articles; Part II, Index to news items.

- 125 *Australian public affairs information service*, July
1945- . Canberra. Monthly.

A subject index of selected articles on political, economic and social affairs; includes articles from journals from all English speaking countries and is useful for articles on education in the period preceding the publication of *Australian education index*. Compiled by Commonwealth National Library.

A list of Australian education journals will be found in the *International list of educational periodicals* [International sources 3]. There are also the following:

- 126 *Activity*, 1954- . Sydney. Irregular.
A bulletin for teachers of 'general activities classes'. These are classes for children of non-academic type.
This is one of several bulletins issued by the New South Wales Department of Education. [See also 132, 134, 135.]
- 127 *Adult education*, 1956- . Melbourne. Quarterly.
The activities of the Council of Adult Education (Victoria), the adult education agency sponsored by the Government of Victoria.
- 128 *Australian journal of education*, 1957- . Melbourne. Quarterly.
Contains articles on general education theory as well as articles on special aspects of Australian education, research findings, etc.
- 129 *Australian journal of physical education*, 1954- . Melbourne. Three times a year.
Journal of the Australian Physical Education Association.
- 130 *Australian teacher of the deaf*, 1956- . Perth. Irregular.
Editor, J.H. Heatly, Supervisor of Deaf Education, Western Australia.
- 131 *Babel*, 1956- . Melbourne. Three times a year.
Journal of the Modern Language Teachers' Associations of Victoria, South Australia, Western Australia, Queensland and Tasmania (New Arts Building, University of Melbourne, Victoria).
- 132 *Esprit and Geist*, 1958- . Sydney. Irregular.
A bulletin for teachers of modern languages issued by the N.S.W. Department of Education in collaboration with the Modern Language Teachers' Association of N.S.W.
- 133 *Journal of the Australian College of Speech Therapists*, 1951- . Melbourne.
- 134 *Leader (The)*, 1957- . Sydney. Irregular.
This bulletin for principals and inspectors, published under the editorship of the N.S.W. Deputy Director of Primary Education, consists of articles on aims, policies and problems in the administration of schools, written by head masters, school inspectors and administrative officials.

135 *Physical education bulletin for teachers in secondary schools*, 1954- . Sydney. Three times a year.

136 *Secondary teacher (The)*. *Bulletin of the Victorian Secondary Teachers' Association*, 1906- . Melbourne. Eight times a year.

137 *Slow learning child (The)*, 1954- . Brisbane. Three times a year.

Issued by the Remedial Education Centre of the University of Queensland. Articles on special problems and methods of teaching backward children in Australia and other countries.

138 *South Australian school post*, 1954- . Adelaide. Quarterly.

Organ of South Australian Public Schools Committees Association.

139 *Tasmanian teacher*. *Official organ of the Tasmanian State School Teachers' Federation*, 1950- . Hobart. Nine times a year.

See also *Journal of inspectors of schools of Australia and New Zealand* [New Zealand 326].

Educational statistics

Principal sources

140 COMMONWEALTH OFFICE OF EDUCATION. *Salaries of Australian teachers*, rev. ed. Sydney, 1958. 58 p.; supp. 15 p. (Bulletin 19).

Gives full details of salary scales paid to teachers in each of the six states.

141 ——. *Statistics of Australian education for 1957 and earlier years*, rev. ed. Sydney, 1960. 17 p. (Bulletin 17).

Prepared and published annually for supplying Australian and overseas readers with detailed and comparable statistics dealing with schools, pupils and teachers. Diagrams showing structure of systems.

[See also 12, 25, 29, 33-8, 83, 85-7.]

Education biography

142 ANCHEN, J. O. *Frank Tate and his work for education*. Melbourne, Australian Council for Educational Research, 1956. 222 p.

A biography of Frank Tate, who was Director of Education in Victoria from 1902 to 1928. Throws much light on the history of education in Victoria. Tate's contribution in other fields is also covered: e.g., Imperial Education Conferences, educational research facilities, public library services, etc.

143 AUSTIN, A. G. *George William Rusden and national education in Australia 1849-1862*. Melbourne, University Press, 1958. 148 p.

Describes the part played by Rusden as an agent of the National Board of Education in setting up a national system in the rural areas of the country.

144 CRANE, A. R.; WALKER, W. G. *Peter Board: his contribution to the development of education in New South Wales*. Melbourne, Australian Council for Educational Research, 1957. 350 p.

The life and work of Peter Board, Director of Education in N.S.W. from 1905-22. Gives much information on development of present system.

145 SERLE, Percival. *Dictionary of Australian biography*. Sydney, Angus and Robertson, 1949. 2 vols.

Patterned on the *Dictionary of national biography*, with fairly long articles, bibliographies of source material and lists of works by writers. Useful for biographies of men connected with early development of education in Australia.

Information about chief education officials will be found in the reports of Ministers and Directors of Education of the various States [33-38].

Information about members of university staffs will be found in *Commonwealth universities yearbook* [International sources 1] and in the *Calendar* of each university [50].

Education libraries and museums

Libraries for the use of officials, teachers, and teacher trainees are maintained by the head offices of the Education Departments, and by each of the teachers' colleges in the various states. Extensive education sections will be found in the public libraries in the capital cities and the libraries of the Australian universities.

The three libraries below call for special mention:

146 SYDNEY TEACHERS' COLLEGE LIBRARY

University Grounds, Newtown, New South Wales. Has extensive general coverage.

147 AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH LIBRARY

369 Lonsdale Street, Melbourne, Victoria. Specializes in research techniques, psychology as applied to education, comparative education, general coverage, particularly strong in tests and measurement.

148 COMMONWEALTH OFFICE OF EDUCATION LIBRARY

50 Miller Street, North Sydney, New South Wales. Strong in administration, official reports and documents.

Inter-availability of educational resources

149 COMMONWEALTH OFFICE OF EDUCATION. *Some opportunities for post-graduate study at Australian universities*. Sydney, 1961. 56 p.

For each of the 10 universities (including Newcastle University College) operating in October 1960 detailed information is given of the university faculties in which postgraduate studies can be pursued. The name and qualifications of the head of each of these departments are indicated together with his special fields of interest.

- 150 ——. *The Professional recognition of Australian qualifications in the United Kingdom*. Sydney, 1960. 16 p. For each of 27 professions ranging from accountancy to veterinary science details are given of the Australian require-

ments for qualification. Mutual arrangements for recognizing these qualifications in the United Kingdom are shown.

- 151 SANDERS, C. *Universities and educational institutions in South-East Asia*. Canberra, Australian Vice-Chancellors' Committee, 1955. 53 p.

Report on educational standards to assist the admission of students from South-East Asian countries to Australian universities.

Bahrain

The first modern school in Bahrain and, indeed, in the entire Arabian Gulf region, was set up in 1919. Since then the number of schools has been increased rapidly and no student need now be turned away for lack of space.

There is no constitutional and legislative basis for education, the country having so recently developed and attained the status of a nation. However, certain rules, regulations and official instructions have been set up for educational matters.

Education is provided free of charge, as are textbooks. Primary teachers must devote 20 hours a week to the task of teaching and must follow a prescribed course, prepare for each class, maintain a notebook of class procedure and keep mark books. This is all noted in the *Taqir* of 1955-56 [2].

The teacher must also accept responsibility for students' conduct, cleanliness and orderliness. As far as discipline is concerned, he may point out a fault and give a warning or reprimand. However, only a principal may administer a beating, and the Department of Education must be consulted before the pupil is either suspended or expelled. The guardian must likewise be informed of the situation and of the punishment.

Teachers must not give private lessons without consulting the principal. In certain instances, they must secure the permission of the Department of Education.

It is hoped that there will soon come into effect an ordinance for private schools which will define the school's owner and require him to follow certain administrative and other procedures. He should offer a curriculum including Arabic as a basic language, the Islamic religion for Moslem students, the history and geography of the Bahrain Islands. These subjects should be taught to Arabic students in Arabic and the standard should be on a level with that of government schools.

Administration of the educational system

The first Education Committee was formed under the presidency of the Minister of Education. Its members, local merchants, ran the schools both financially and administratively until 1928, after which the Government took over the responsibility.

In 1957 an Education Council was appointed to establish general policy on education and to conduct certain related tasks. This council, which consists of four members drawn from the municipal councils and three others appointed by the Government, works in close co-operation with educational authorities in

order to help them raise educational standards. Among the tasks accomplished are the rehousing of married foreign teachers, the unification of syllabuses in girls' and boys' schools, the issuing of an ordinance providing for the supervision and inspection of all foreign and private schools. [See 1.]

Under the supervision of the Education Council, the Education Department has directed many aspects of expenditure and, through a subcommittee, has handled matters relating to personnel.

Administratively, education for boys and girls is now handled together. A director of education for boys and a like official for girls work in close co-operation under the Director-General of Education to maintain uniform administration and supervision of schools for both sexes.

Supervision of primary schools comes under the Superintendent of Primary Education. He is responsible also for the supervision of complementary studies and for the recruitment and transfer of primary teachers, while his assistant is in charge of the supervision and planning of Primary Certificate examinations.

The Inspector-General is responsible for the supervision of secondary schools, while the Superintendent of Administrative Inspection supervises administration in both primary and secondary schools in order to maintain uniformity.

The inspection of methods of instruction and carrying out the curriculum is the task of a group of well qualified inspectors from the United Arab Republic Educational Mission, who work in co-operation with a Bahraini inspector and three women inspectors.

The Department of Education prepares an annual report covering its work and the administration of education. This constitutes a part of the *Government annual report* [1]. From time to time the Department issues separate reports dealing with education in Bahrain [2].

The educational budget, which in 1960 amounted to 12 per cent of the total government budget, is divided into two categories: recurrent and non-recurrent accounts. The former constitute expenditures on salaries, scholarships, etc., and the latter cover expenditures on buildings, repairs, etc.

Structure and organization

There are four main divisions of education: primary, secondary, technical and preparatory.

Primary schooling begins at the age of six. Altogether there are in Bahrain 34 primary schools for

boys—including one school for religious instruction—and 18 primary schools for girls. Many are of new construction and are completely modern; some are rented and others were given by the Bahrain Petroleum Company. Pupils must complete six years of study in primary schools before promotion to the secondary school. Their curriculum includes reading, writing, arithmetic, verses from the Koran, songs, games and work. In the last four years, geography, history, science and Arabic are introduced; in the fifth year, the English language is started. Major changes in the curriculum were made after studies of a special committee in 1944; in particular, geography, history, arithmetic and science were related more closely to the local scene.

Secondary education is the top of the educational ladder in Bahrain. It begins at the age of 12. One modern secondary school admits boys and the other girls. In the boys' school, which has a four-year course, the first two years are devoted to general subjects; in the third, the pupil may choose between a literary and scientific course, a commercial course, or teacher training. The girls' secondary school provides a course of the same length, but with emphasis on domestic science subjects.

In 1959/60 two stages of secondary level were added to one of the primary schools; they have proved so successful that the Department of Education has decided to consider adopting the scheme in other primary schools, thus setting up an intermediate level between primary and secondary education.

The first technical school in Bahrain was opened in 1936. Its aim, as noted in the *Taqrir* for 1952 [2], was to prepare the student by way of study and practice for the pursuit of technical trades, a field of vital importance for the country. Curriculum and textbooks used are a combination of the United Kingdom's and those of the United Arab Republic. Specialization in the following occupations is provided: lathe mechanics, bench work, forging and welding, casting and moulding, carpentry, motor mechanics and electricity; the school is well equipped with laboratories and workshop facilities. Recently more theoretical subjects have been added.

It is now planned to add a preparatory class (fifth year) in the secondary school, to provide access to college and university training. However, it is as yet too early to introduce higher education in Bahrain. Bursaries or scholarships are offered to the best graduates from secondary and technical schools, to enable them to attend the American University of Beirut, Cairo University or United Kingdom colleges. In addition, the Government of the United Arab

Republic offers a few scholarships to Bahrain students recommended by the Education Department. In all, some one hundred and fifty students are studying abroad, including those using private resources.

The recruitment and training of teachers is the most serious of all educational problems in Bahrain. The Government has attempted its solution by recruiting qualified teachers from other countries, and by training native teachers or improving their standards. There are many U.A.R. teachers in the secondary schools. Lebanon and Palestine supply most of the foreign teachers for girls' schools.

Teachers are trained in secondary schools by adding two years of teachers training to the regular secondary school course; complementary classes may be taken also at the time of primary education. For teachers already exercising their profession, evening classes have been provided to raise the level of their education. It should be added that the number of Bahraini university graduates taking up teaching is increasing yearly. Many of them may be found in the boys' secondary school.

Students in the government schools take periodic examinations which are averaged with their class work and, for promotion to higher classes, take general examinations.

Extracurricular activities are numerous and include work for student magazines, acting in theatrical productions, attendance at lectures and participation in the activities of literary and scientific societies. In the Education Department a special section is responsible for organizing and supervising physical education and extramural activities.

As part of its major role in adult education, the Department has been leading the campaign against illiteracy. In 1953 a commercial night section was opened which offers the same curriculum as the regular day section.

Textbooks and instructional materials

The majority of textbooks used in the educational system come from the United Arab Republic. The U.A.R. publishers primarily responsible are Moassasat Al-Matboat Al-Hadithah, Dar Al-Maarif and Wizarat Al-Tarbiyan wa Al-Taaleem.

Mathematics textbooks for the third to sixth years of primary school, history books for the fourth to sixth years, geography manuals for the fourth and sixth years and science books for the third year are all prepared by local teachers. Local publishers

include The Oriental Printing Press and the Al-Moayyad Printing Press.

All English textbooks come from well known publishing houses in the United Kingdom, and in particular from Longmans, Green and the Oxford University Press; they may be traced through sources listed in the 'Textbooks and instructional materials' section of the chapter on United Kingdom territories, general.

Educational statistics

The annual report prepared by the Department of Education and submitted to the Government [1] includes certain statistical information on school progress made during the academic year, compared to the previous year. In 1961 a new section was established in the Education Department to carry out statistical studies.

Education libraries and museums

An important role has been played by the public library which was established many years ago under

the supervision of the Education Department. It provides ample reference material for members of the teaching profession and for students, and is open also to members of the public who wish to broaden their knowledge. In 1955-56 this library held 2,888 books in Arabic and 2,196 in English. By 1960 the size of the collection had almost doubled.

To supplement the information on education in Bahrain contained in this chapter, the following references are suggested:

- 1 *Government annual report*,¹ 1926- .
Annual reports of the Bahrain Government, including an account of educational activities.
- 2 EDUCATION DEPARTMENT. *Taqrir* (Report), 1950, 1952, 1955-56.
A report in booklet form dealing with educational conditions in Bahrain.

There exist also ordinances regarding bursaries and scholarships, student aid ordinances, and regulations for both co-operatives and examinations.

See also the *World survey of education* [International sources 8].

1. These publications are in Arabic.

Since 1939, when the Musée Scolaire ceased to exist, Belgium has been without a real national centre for educational documentation. Information is, however, available from the educational experts [1], the statistical adviser [1] and the Central Library [2] at the Ministry of Education and Culture at the following addresses:

- 1 CONSEILLERS PÉDAGOGIQUES/CONSEILLER STATISTICIEN
Ministère de l'Éducation et de la Culture, 171, rue de la Loi, Bruxelles.

- 2 BIBLIOTHÈQUE CENTRALE
27, rue de Louvain, Bruxelles.

For information concerning private schools, address

- 3 SECRÉTARIAT NATIONAL DE L'ENSEIGNEMENT CATHOLIQUE
5, rue Guimard, Bruxelles 4.

The two following federations deal with secondary and technical education, and teacher training. For both, use the address above [3]:

- 4 FÉDÉRATION NATIONALE DE L'ENSEIGNEMENT TECHNIQUE CATHOLIQUE

- 5 FÉDÉRATION NATIONALE DE L'ENSEIGNEMENT NORMAL CATHOLIQUE

For primary education there is

- 6 CONSEIL CENTRAL DE L'ENSEIGNEMENT PRIMAIRE CATHOLIQUE
26-28, rue Charles-Morren, Liège.

Lastly, for information on special education in private schools the following may be consulted:

- 7 FÉDÉRATION NATIONALE DES INSTITUTS CATHOLIQUES D'ENSEIGNEMENT SPÉCIAL
59, rue du Professeur-Guislain, Gand.

Pamphlets on Belgian educational documentation mentioned in this chapter may be obtained from

- 8 OFFICE DES PUBLICATIONS DU MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA CULTURE
62, Chaussée d'Etterbeek, Bruxelles.

Reference works

Education encyclopaedias and dictionaries

- 9 VERHEYEN, J. E.; CASIMIR, R. *Paedagogische encyclopaedie* (Encyclopaedia of pedagogy). Antwerpen, De Sikkels, 1939-47. 2 vols.

Contains detailed articles on the organization of education in Belgium, and on Belgian educators.

Katholieke encyclopaedie voor opvoeding en onderwijs [Netherlands 4].

This encyclopaedia of Catholic education was published by a committee of three Belgian and three Netherlands

teachers, under the chairmanship of Professor V. d'Espallier. Includes information on the history and organization of education in Belgium.

Handbooks, guides and yearbooks

The State itself and private individuals have published works describing the organization and functioning of the school system. The State's publications include two series [10, 12]:

- 10 *L'Enseignement en Belgique*.

This series—issued also as *Het onderwijs in België*—will include three sets of pamphlets: the first, giving a summary, over-all picture, describes the school system in general; the second will consist of descriptive pamphlets on different levels of education (pre-primary, primary, secondary and higher); the third will include descriptions of, and monographs on, special fields. Most of these pamphlets are in the press or in publication, but the first has already been published [11].

- 11 MINISTÈRE DE L'INSTRUCTION PUBLIQUE.¹ *L'enseignement en Belgique*, Bruxelles, 1959. 43 p.

MINISTERIE VAN OPENBAAR ONDERWIJS. *Het onderwijs in België*. Brussel, 1959. 43 p.

- 12 *L'Aide à qui veut s'instruire*.

An old series of pamphlets (the Flemish edition is *Leidraad voor wie leren wil*) which is to be replaced by the series described above. It included the following works [13-17], some of which are still available:

- 13 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Bourses d'études. Encouragements aux études, bourses, fondations, prix*. Bruxelles [1950]. 151 p. (*L'Aide à qui veut s'instruire*, 1).

MINISTERIE VAN OPENBAAR ONDERWIJS. *Studiebeurzen, Aanmoedigingen voor studerende, beurzen, stichtingen, prijzen*. Brussel [1950]. 157 p. (*Leidraad voor wie leren wil*, 2).

- 14 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Éducation populaire des adultes*. Bruxelles, 1950. 147 p. (*L'Aide à qui veut s'instruire*, 10).

- 15 —. I: *L'enseignement gardien*. II: *L'enseignement primaire*. Bruxelles [1950]. 60 p. (*L'Aide à qui veut s'instruire*, 2).

MINISTERIE VAN OPENBAAR ONDERWIJS. I: *Bewaarschoolonderwijs*. II: *Lager onderwijs*. Brussel [1950]. 64 p. (*Leidraad voor wie leren wil*, 3).

¹ In 1961, with the new Government, the title of the Ministry of Education was changed from 'Ministère de l'Instruction Publique' or 'Ministerie van Openbaar Onderwijs' to 'Ministère de l'Éducation Nationale et de la Culture' or 'Ministerie voor Nationale Opvoeding en Cultuur'. The title given to the Ministry as author will therefore depend on the date of publication.

- 16 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *L'enseignement supérieur*. Bruxelles [1950]. 103 p. (L'Aide à qui veut s'instruire, 8).
MINISTERIE VAN OPENBAAR ONDERWIJS. *Hoger onderwijs*. Brussel [1950]. 110 p. (Leidraad voor wie leren wil, 8).
- 17 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Études et relations extérieures. Étudiants étrangers se rendant en Belgique*. Bruxelles [1952]. 82 p. (L'Aide à qui veut s'instruire, 13).
[See also 73.]
- 18 *Annuaire de l'enseignement officiel et libre de Belgique/Jaarboek van het rijks- en het vrij onderwijs van België*. Bruxelles, L. H. Meeus, 1959- . Annual.
- 19 *Jaarboek van het katholiek onderwijs, overdruk uit Het katholiek jaarboek voor België/Annuaire de l'enseignement catholique, extrait de l'annuaire catholique de Belgique*. Brussel/Bruxelles, Nationaal secretariaat van het katholiek Onderwijs/Secrétariat National de l'Enseignement catholique, 1958- . Annual.

Bibliography

Special bibliographies may be found in some of the pamphlets mentioned above.

Since 1951, Belgium has had the following bibliographical periodical publications in the field of education:

- 20 *Paedagogica belgica academica*. Gand, Institut Supérieur des Sciences Pédagogiques, 1951- . Annual.
- 21 *Paedagogica belgica bibliographica*. Gand, Institut Supérieur des Sciences pédagogiques, 1951- . Annual.

Issued separately since 1955, the above reviews form parts A and B of *Paedagogica belgica* and are edited by Professor R. L. Plancke of the Institute of Pedagogical Sciences at the University of Ghent. The first is devoted to university dissertations and theses, well annotated and providing the name of the authority under whom the candidate was working. The second covers three groups of Belgian education material: books and pamphlets, series and journals, and articles in journals; the first group of items is annotated. As in the case of the first review, some annotations are in Flemish and others in French. Items in both reviews are presented in classified order, following Claparède's decimal system. Each review contains an author index, a subject index in Flemish and one in French.

Scientia paedagogica [International sources 13].

[See also 35, 48.]

Legislative and policy documentation

The Belgian Constitution of 1831, on which the political organization of modern Belgium is based, proclaims the principle of educational freedom and prohibits any obstructive measure in this sphere on the part of the public authorities. It provides also for a state-organized system of education.

Article 17 states that education is free, and any act which may obstruct its progress shall be prohibited; offences in this regard shall be punished by law; public instruction given at the expense of the State shall also be regulated by law.

Subject to these constitutional provisions, two extensive systems of educational facilities have developed over the past 130 years, covering the various types of educational establishments, with particular emphasis on secondary education. The first of these is the public system, comprising institutions founded and administered by the State, and by provincial and municipal authorities. The other system is that of private education, also called 'free education'. The great majority of the institutions constituting this system are Catholic schools.

As regards organization, the schools of the two systems have very similar and usually identical structures.

In principle, instruction is given in the language of the area concerned: French in the southern part of the country, Flemish in the north and German in certain eastern areas. In Brussels and in the bilingual communes along the language frontier, however, the language of instruction is the pupil's mother tongue or the one he usually speaks.

The regulations governing these educational systems were revised by the Law of 29 May 1959, which also laid down rules for grants-in-aid on the basis of various criteria: minimum number of pupils per class, qualifications of teachers, subjects taught, inspection, etc.

Organic laws

Under the terms of Article 17 of the Constitution, each level of educational provision is 'organized by law', i.e., governed by an organic law laying down the principles to be followed and the general lines of its organization.

The means of applying the provisions are governed by royal decrees so far as essential questions are concerned, and by ministerial orders on less important matters, or those in which changes are likely to be more frequent.

The basic organic laws for the various levels are the following:

- (a) *Primary and pre-primary education*. Organic Law of 20 September 1884, frequently revised and supplemented since then, and most recently co-ordinated by the Royal Decree of 20 August 1957.
- (b) *Secondary education*. Organic Law of 1 June 1850, frequently revised and supplemented since then and most recently co-ordinated on 30 April 1957.
- (c) *Teacher training*. Organic Law of 23 July 1952 and subsequent laws co-ordinated by Royal Decree of 30 April 1957. (See: 'L'organisation des études dans les écoles normales de l'État', in *Enseignement catholique*, Bruxelles, 1^{re} année, n° 3, déc. 1957, p. 56-59.)
- (d) *Technical education*. Organic Law of 29 July 1953, several times revised and finally co-ordinated by the Royal Decree of 30 April 1957. (See: *Lois coordonnées sur l'enseignement technique*. Bruxelles, Ministère de l'Instruction Publique, 1957. 29 p.)
- (e) *Art education*. Organic Law of 14 May 1955.
- (f) *Higher education*. Law on the conferring of academic degrees and the programme of university examinations dated 10 April 1890 and 3 July 1891, frequently revised and supplemented, co-ordinated by the Regent's Decree of 31 December 1949. Law of 28 April 1953 on the organization of higher education in State universities.

In regard to scholarships and grants, the following is important: Organic Law of 19 March 1954 instituting a National Study Fund (*Fonds national des études*).

Codes

- 22 DE SCHEPPER, Arthur; VANSILLETTE, Gabriel. *Législation de l'enseignement primaire*. Gembloux, Duculot, 1948. 288 p.
- ; —. *Législation de l'enseignement primaire. Complément*. Gembloux, Duculot, 1952. 55 p.
- ; —. *Wet tot regeling van het lager onderwijs*. Lier, Van In, 1952. 255 p.
- 23 BAUWENS, Léon. *Code de l'enseignement primaire*. Bruxelles, Éd. universelle, 1949. 200 p.
- . *Code de l'enseignement primaire et de l'enseignement normal*, 12^e éd. Supplément. Bruxelles, Éd. universelle, 1951. 147 p.
- 24 —. *Code de l'enseignement moyen*, 3^e éd. Bruxelles, Éd. universelle, 1954. 402 p.

- . *Wetgeving betreffende het middelbaar onderwijs*. Lier, Van In, 1955. 436 p.
- 25 —. *Code de l'enseignement normal*. Bruxelles, Éd. universelle, 1953. 206 p.
- . *Wetgeving betreffende het normaal onderwijs*. Lier, Van In, 1953. 224 p.
- 26 —; DEMAIN, Robert. *Code de l'enseignement technique*, nouv. éd. Bruxelles, Éd. universelle, 1954. 275 p.
- ; —. *Wetgeving betreffende het technisch onderwijs*, nieuwe uitgave. Lier, Van In, 1954. 300 p.
- 27 —. *Codes de l'enseignement moyen, normal et technique. Supplément*. Bruxelles, Éd. universelle, 1957. 188 p.
- . *Wetgeving betreffende het normaal, middelbaar en technisch onderwijs. Bijvoegsel*. Lier, Van In, 1957. 222 p.
- 28 —. *Code de l'enseignement supérieur*. Bruxelles, Éd. universelle, 1934. 356 p.
- 29 —. *Fonds National des Études*. Bruxelles, Éd. universelle, 1956. 77 p.
- . *Nationaal Studiefonds*. Lier, Van In, 1956. 83 p.
- . *Nationaal Studiefonds. Wijzigingen 1956-1957* (Modifications 1956-57). Lier, Van In, 1958. 8 p.

Administration of the educational system

As has already been noted, the administration of the educational system is in the hands of several organizing authorities, namely: the State, represented by the Minister of Education; the province, represented by the permanent education officer; the commune, represented by the deputy-mayor responsible for education; private persons organizing schools of two categories (a) independent religious schools, most of which are controlled by the Catholic Church; (b) independent secular and non-denominational schools.

These organizations all have a departmental structure appropriate to the scope of their action.

Most of the departments of the Ministry of Education are housed in the Résidence Palace, 155, rue de la Loi, Brussels. They are divided as follows: (a) the Minister and his office; (b) the Administration.

The Minister and his office

At the State level, the Minister represents the supreme authority for national education. He sees to the

enforcement of the laws passed by the Parliament and the decisions of the King formulated in royal decrees.

In practice this means: establishing and administering the state educational system; appointing the members of the administration; providing grants-in-aid for education organized by the provinces, the communes and private persons; presenting the budget to Parliament.

The Minister is assisted in his work by his office, comprising a team of people who work directly with him, recruited—because they enjoy his confidence—either from within the administration or from outside, and retiring with him when he gives up office.

The Minister, assisted by his office, has the power of decision. The execution of decisions rests with the administration.

The administration

The administration, which is responsible for operating the national educational system in conformity with the laws and royal or ministerial decisions, has, since 1957, had the major divisions noted below, most of which rank as directorates-general. Each of these directorates-general is entirely and directly responsible for the branch of state education within its purview and at the same time deals with subsidies and other measures relating to the corresponding subsidized education.

- (a) *The General Secretariat.* The higher body which coordinates all the other departments at the administrative level.
- (b) *Educational Administration.* The group of services responsible for fairly high-level study of general and special problems and for disseminating the results of such study of educational, legal, sociological or statistical interest.
- (c) *General Services.* Mainly responsible for questions of status, finance and practical educational administration: status of staff, accounting, budget, practical organization of the Department, etc.
- (d) *Directorate-General of Primary and Special Education.* Responsible for pre-primary, primary and special education. State primary and pre-primary classes are still attached to secondary schools, as preparatory sections.
- (e) *Directorate-General of Secondary Education and Teacher Training.*
- (f) *Directorate-General of Technical Education.*
- (g) *Directorate-General of Higher Education and Scientific Research.* Responsible for university

education and scientific research, jointly with the National Science Commission.

- (h) *Directorate-General of Art, Literature and Adult Education.* Responsible for assistance to such activities and for related forms of education: art teaching, National Youth Service, museums and libraries, etc.
- (i) *Directorate-General of Educational Services.* Generally responsible for auxiliary educational services such as films and other audio-visual aids, correspondence courses, vocational guidance, the National Study Fund, etc.
- (j) *State School and University Buildings Service.* Responsible for these buildings and their maintenance, in collaboration with the Ministry of Public Works.

For Catholic schools, co-ordination and unity are ensured by a National Secretariat; its Director-General is empowered to represent these schools in dealings with the public authorities, Christian social organizations, the National Confederation of Parents' Associations and other groups interested in education.

The National Secretariat comprises a Central Bureau (a deliberative body), a General Council (advisory) and teaching federations [3-7] for primary, secondary and technical education, teacher training and special education, each of which has its own governing body and council.

Attached to the National Secretariat are general services, a service for studies in education, a legal and social service, a statistical and planning service, and services for documentation and information, general guidance, sports and physical education, educational films and recruitment of teachers.

Annual and other reports

As far as management is concerned, the principal document each year is the Education and Culture budget presented annually to Parliament by the Minister.

For general reports, the old tradition of three-yearly reports was resumed after the war. Those of 1945-47, 1948-50 and 1951-53 were issued in this form and contain exhaustive descriptions of the activities of the Department during those years. Thereafter, however, this form was dropped and a 10-year report is being prepared for the 1950-60 period.

Methods of financing education

All expenditure is shown each year in the National Education budget voted by the Chambers. Once this

vote is obtained, the administrative services have to allocate appropriations according to needs.

Staffing and promotion

The staff of the Ministry is composed of officials most of whom have made their careers in the administration. Teachers form a special group in which the highest rank is that of Inspector-General. Since the Royal Decree of 18 August 1956, six of them may, by special promotion, transfer to the higher ranks of the administration.

Teachers in general comprise school teachers (primary and secondary), assistant heads, heads of schools, and inspectors. The auxiliary staff comprises administrative officers, bursars, study hall supervisors and secretaries.

Structure and organization

The structure of the Belgian educational system, determined by official regulations, is more or less the same everywhere, whatever the organizing authority. Its main features are as follows:

Pre-primary education

Welfare activities for children under the age of 3 are organized by many official or private institutions, often sponsored by the Œuvre Nationale de l'Enfance.

Starting from the age of 2 or 3, before he is obliged to attend school, a child may go to a nursery or Froebel school. Here he receives, rather than instruction proper, a sort of preparatory training for primary school, acquiring a sense of discipline and social behaviour. At the same time, he draws, models, tells stories, sings, dances and does rhythmic exercises. In principle, he does not yet learn to read.

Primary education

Primary education begins at 6 years of age and ends at 12. It is divided into three two-year stages.

The curriculum is largely based on the latest advances of the new system of teaching which Dr. Decroly helped to develop, i.e., global method of reading, study of the environment, method of centres of interest, self-government of the pupils, personal work, etc.

Secondary education

Secondary education comprises six years of study divided into two three-year stages. At the higher level

(the top three classes), state and private secondary schools may include, on the classical side, a Latin and Greek section, a Latin and mathematics section, and a Latin and science section; and, on the modern side, a science section and an economics section.

The law merely lays down the branches of knowledge that teaching must cover. The curriculum of state and private schools has been worked out on the basis of this law.

The present trend in secondary education is to abandon the old simple structure in favour of a multi-stream structure from the start (for children aged 12 to 15), catering for primary school graduates, whatever their interests and capacities. This is the idea behind the 'multi-lateral' secondary schools, which commands more and more attention.

Technical education

Technical secondary education has a very complex structure. It is subdivided into: (a) a lower secondary stage and a higher secondary stage; (b) sections for industrial instruction (metal and wood), farming, commerce, decorative arts, vocational training for girls, domestic economy and rural domestic economy; (c) full time and part time instruction; (d) specifically technical instruction and vocational instruction. The former is designed to give training with a very sound theoretical background, while the latter makes fewer intellectual demands and aims at more immediate preparation for certain trades.

Technical education as a whole, incidentally, is intended to provide both general and vocational training. Pupils embark on it from the age of 12 and a series of alternative courses makes it possible for the best of them to acquire a general training which may lead them on to certain forms of higher education.

The Belgian technical education system includes also teacher training sections, which will be discussed below, and higher technical schools.

Teacher training

Primary teachers are trained in primary teacher training schools, where the first two years of their course cover the same ground as the senior classes in secondary schools and are followed by two years during which general and professional training are taken concurrently.

There is also a similar four-year course for Froebel teachers at the senior secondary level, but this course is independent, specially designed to equip them to meet the needs of their future profession.

Lower secondary school teachers (*régents* or *agrégés*) are divided among various specialities. Teacher training schools award diplomas for science, literary studies, Germanic studies, physical education and the manual arts (for boys). Technical teacher training schools award them for girls' vocational subjects, handicrafts (for girls), domestic economy and rural domestic economy.

For a full description of secondary education, see *World survey of education: III—Secondary education*, p. 236-41 [International sources 8].

Art education

This covers music and visual arts.

University education

This is provided in four universities: the State Universities of Liège and Ghent, the Catholic University of Louvain and the Free University of Brussels. Generally classed with them are such educational establishments as the Polytechnical Faculty at Mons, the Veterinary College and the Agricultural Institutes at Gembloux and Ghent, the Catholic University Faculties of St.-Louis at Brussels and of Notre-Dame de la Paix at Namur, and the Overseas Territories University Institute.

The universities comprise five traditional faculties—arts (philosophy and letters), law, science, medicine and applied sciences—together with the schools and institutes of higher education annexed to them.

The number of students in higher education, which is already large, is growing steadily year by year, with serious resulting problems as regards buildings and installations.

General works on the educational system

- 30 BUSIEAU, M.; DUBOIS, A. *Démocratie et enseignement*, 2^e éd. Cuesmes, Impricoop, 1958. 141 p.
- 31 CENTRE D'ÉTUDES POLITIQUES, ÉCONOMIQUES ET SOCIALES (CEPESS). *Le pacte scolaire et son application*. Bruxelles, 1960.
- 32 CLAUSSE, A. *Une doctrine socialiste de l'éducation*. Liège, Amicale Fédérale du Personnel Enseignant Socialiste de l'Arrondissement de Liège, 1955. 198 p.
- 33 COETSIER, L. *De actuele deelname van beide taalgroepen aan het Belgisch opleidingswezen en de maatschappelijke gevolgen er van* (The present participation of the two Belgian linguistic groups in the various levels of education and the resulting social consequences). Gent, Laboratorium voor Toegepaste Psychologie en Dienst voor Studietoediening bij de Rijksuniversiteit, 1959. 63 p. (Mededelingen van het Laboratorium voor Toegepaste Psychologie en de Dienst voor Studietoediening bij de Rijksuniversiteit te Gent, 4).
- 34 ——. *Problemen gesteld door de bevolking van universiteit, en middelbaar onderwijs* (Problems arising from the development of university and secondary education). Gent, Laboratorium voor Toegepaste Psychologie en Dienst voor Studietoediening bij de Rijksuniversiteit, 1959. 47 p. (Mededelingen van het Laboratorium voor Toegepaste Psychologie en de Dienst voor Studietoediening bij de Rijksuniversiteit te Gent, 2).
- 35 COULON, Marion; PLANCKE, R. 'Education in Belgium'. In: *Education abstracts*, Paris, Unesco, vol. 9, no. 6, June 1957. 12 p. Also in French and Spanish.
An essay by Mr. Coulon is followed by an annotated bibliography (p. 8-12) by Mr. Plancke.
- 36 ——. *Jeunesse à la dérive*. Mons, Silène, 1946-47. 6 vols.
- 37 ——. *Les subsides scolaires en Belgique (des origines jusqu'au Pacte de 1958)*. Bruxelles, Ligue de l'Enseignement, 1959. 42 p. (Document no. 153).
- 38 DE COSTER, S. *De la formation des élites*. Bruxelles, Ligue de l'Enseignement, 1957. 30 p. (Document no. 148).
- 39 DU BUS DE WARNAFFE, Ch. *Principes catholiques et socialistes en matière d'éducation*. Bruxelles, Éd. du Comité National de l'Enseignement Libre, 1956. 47 p.
- 40 EXPOSITION UNIVERSELLE ET INTERNATIONALE DE BRUXELLES 1958. *Éducation et enseignement*. Bruxelles, 1958. 76 p.
- ALGEMENE WERELDTENTOONSTELLING. *Opvoeding en onderwijs*. Brussel, 1958. 76 p.
- 41 HAROUX, H. *La formation des éducateurs et la psychologie scientifique*. Louvain, Nauwelaerts, 1957. 80 p.
- 42 INSTITUT DE SOCIOLOGIE SOLVAY. XXVI^e SEMAINE SOCIALE UNIVERSITAIRE, du 1^{er} au 6 avril 1957. *L'enseignement, institution sociale*. Bruxelles, 1957. 358 p.
- 43 LALOUF, J. *La science et l'humain*. [Tournai] Casterman, 1959. 287 p.

- 44 —; NELIS, J. *Hommes et machines. Communauté des hommes. Culture et civilisation*. Tournai, Casterman, 1957. 3 vols.
- 45 *Manuel des carrières*, 2^e éd. Louvain, Éd. de l'Amitié Étudiante, 1952.
- 46 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Études et documents*. Bruxelles, Administration des Études, 1958- . 15 issues to date.
- MINISTERIE VAN OPENBAAR ONDERWIJS. *Studies en documenten*. Brussel, Bestuur der Studiediensten, 1958- . 15 issues to date.
- 47 MOLITOR, A. *L'enseignement et la société d'aujourd'hui*. Tournai/Paris, Casterman, 1956. 147 p.
- 48 PLANCKE, R. L. *De historische paedagogiek van België, overzicht en bibliographie* (The history of education in Belgium, outline and bibliography). Antwerpen, De Sikkel, 1950. 135 p.
- 49 RECTORAAT VAN DE RIJKSUNIVERSITEIT TE GENT. *Het probleem van de overgang van middelbaar naar hoger onderwijs* (The problem of transfer from secondary to higher education). Gent, 1960. 180 p. (Werken uitgegeven door het Rectoraat van de Rijksuniversiteit te Gent, 5).
- 50 RIJKSUNIVERSITEIT TE GENT. UNIVERSITAIRE SOCIALE WEEK, 16-21 maart 1959. *Maatschappijen onderwijs* (Society and education). Gent [1959]. 286 p.
Issuing from the University Social Sciences Week held under the auspices of the State University at Ghent and with the collaboration of the Institute of Pedagogical Sciences.
- 51 SUENENS, L. J. *La question scolaire. En marge de quelques écrits*. Bruges, Desclée De Brouwer, 1956. 92 p.
- , *De Schoolkwestie. Kanttekeningen bij enkele recente geschriften*. Brugge, Desclée De Brouwer, 1956. 96 p.
- [See also 11.]
- Specialized works on the educational system*
- Works on primary education include the following [52-6]:
- 52 D'ESPALLIER, V. et al. *Het kind op de drempel der lagere school* (The child at the threshold of primary school). Leuven, Leuvense Universitaire uitgaven; Antwerpen, Standaard-Boekhandel [1957]. 3 vols. (Studia Paedagogica). Vol. I: *Schoolrijpheid* (School readiness), by V. d'Espallier and R. Peeters. 150 p. Vol. II: *De leesrijpheid* (Reading readiness), by V. d'Espallier and R. Pelgrims. 159 p. Vol. III: *Rekenrijpheid* (Arithmetic readiness), by V. d'Espallier and R. Beirnaert. 136 p.
- 53 GILSOUL, M. *Essai de méthodologie spéciale*. Namur, Wesmael-Charlier, 1959. 117 p.
- 54 JEUNEHOMME, L. *Pédagogie en cours*. Liège, Desoer, 1950. 2 vols. (Collection Plan d'Études).
- 55 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. [Rapports des 'Semaines pédagogiques de l'enseignement primaire']. Bruxelles, 1952- . Annual.
- Among those issued are:
- 1952: *L'enseignement de l'histoire*. 140 p.; *Het geschiedenisonderwijs*. 145 p.
- 1953: *Coopération et éducation au jardin d'enfants — à l'école primaire*. 133 p.; *Coöperatie en opvoeding in de kindertuin, op de lagere school*. 99 p.
- 1954: *L'éducation esthétique dans la perspective des arts plastiques*. 80 p.; *De esthetische opvoeding beschouwd met de plastische kunsten*. 103 p.
- 1955: *L'école adaptée*. 143 p.; *De aangepaste school*. 138 p.
- 1956: *La trilogie. Nature — vie — école*. 115 p.; *De trilogie. Natuur — leven — school*. 147 p.
- 1957: *L'éducation et l'instruction par l'observation du milieu; la conduite de cette observation*. 167 p.; *Opvoeding en onderwijs door de waarneming van het milieu. Leiding bij die waarneming*. 171 p.
- 1958: *La formation de la pensée et l'enseignement de la langue maternelle*. 181 p.; *De vorming van het denken en het onderwijs in de moedertaal*. 207 p.
- 1959: *Pensée et langage. Acquisition des mécanismes et des automatismes de la langue écrite*. 180 p.; *Taal en denken. Verwerving van de mechanismen en de automatismen van de geschreven taal*. 206 p.
- 1960: *Pensée calculatrice et calcul pensé*. 187 p.; *Rekenend denken en denken rekenen*. 164 p.
- 56 NATALIS, E. *Méthodologie de l'enseignement primaire*. Liège, Dessain, 1949-52. 6 vols.
Some of the individual items in this series are: *Méthodologie de l'histoire* (1950, 220 p.), *Méthodologie de l'histoire naturelle* (1951, 243 p.), and *Les disciplines d'expression matérielle. Dessin et écriture* (1952, 247 p.).

On secondary education the following may be consulted [57-64]:

- 57 DE TROOZ, Ch. *Le magister et ses maîtres*. Louvain, Publications universitaires de Louvain, 1951. 256 p.
- 58 GUDENKAUF, G. *Pour des humanités nouvelles*. Bruxelles, Éditions universitaires, 1958. 68 p. (Cahiers de la Librairie des Éditions Universitaires).
- 59 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Centenaire de l'enseignement moyen de l'État, 1850-1950*. Bruxelles, 1950-. 30 p.
- MINISTERIE VAN OPENBAAR ONDERWIJS. *Eeuwfeest van het Rijksmiddelbaar Onderwijs, 1850-1950*. Brussel, 1950. 32 p.
- 60 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Journées pédagogiques*. Bruxelles, 1951-. Annual. In Flemish: *Paedagogische studiedagen*.
- 61 —. DIRECTION GÉNÉRALE DE L'ENSEIGNEMENT MOYEN. *Documentation*. Bruxelles, 1951-.
- MINISTERIE VAN OPENBAAR ONDERWIJS. SECRETARIAAT VAN DE HERVORMING VAN HET MIDDELBAAR ONDERWIJS. *Documentatie*. Brussel, 1951-.

The above are the French and Flemish titles of a series of which some dozen numbers have been issued so far.

- 62 NUTTIN, J.; SWINNEN, K. *Overgang naar het middelbaar onderwijs* (Transfer to secondary education). Leuven, Leuvense Universitaire Uitgaven; Antwerpen, Standaard-Boekhandel, 1956. 180 p. (Studia psychologica).
- 63 PEETERS, Albert; PEETERS, Félix. *Le professeur d'enseignement moyen*. Liège, G. Thone, 1955. 118 p. (Éducation et culture).
- 64 WILLOT, A. *Les humanités modernes*. Bruxelles/Paris, Marcel Didier, 1955. 245 p.

Works on teacher training include those listed below [65-67]:

- 65 HOTYAT, Fernand. *La réforme de l'enseignement normal primaire et gardien*. Bruxelles, Ligue de l'enseignement, 1958. 52 p. (Document no. 151).
- 66 KALS, J.; MARCHANDISE, F. *Leçons de méthodologie. À l'usage des élèves-instituteurs et des instituteurs débutants*. Liège, Desoer [1958]. 123 p.
- 67 RIJKSTECHNISCHE NORMAALSCHOOL. *Het probleem der opleiding van de leraars van het technisch onderwijs*

(The problem of training teachers of technical education). Gent, 1951. 100 p.

There follow [68-77] works on technical training:

- 68 COULON, Marion. *Quelques réflexions sur le passé et le présent de l'enseignement technique*. Liège, G. Thone, 1950. 60 p.
- 69 HARDY, L. *Objectifs et finalité de l'enseignement commercial en Belgique*. Louvain, 1955. 318 p. (Collection de l'École des Sciences Économiques de l'Université Catholique de Louvain, 49).
- 70 LUFIN, L. *Guide pratique des écoles techniques et des professions. Écoles libres*. Bruxelles, Newart, 1953. 111 p.
- 71 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *L'enseignement technique. Organisation des études*. Bruxelles, 1959. 189 p.
- MINISTERIE VAN OPENBAAR ONDERWIJS. *Het technisch onderwijs. Inrichting der studiën*. Brussel, 1959. 189 p.
- 72 MINISTÈRE DE L'INSTRUCTION PUBLIQUE/MINISTERIE VAN OPENBAAR ONDERWIJS. *Les formations dans l'enseignement technique/De scholingen in het technisch onderwijs*. Bruxelles/Brussel [1959]. 199 p.
- 73 —/—. *Liste des établissements d'enseignement technique/Lijst van de inrichtingen voor technisch onderwijs*. Bruxelles/Brussel, 1952-. (Aide à qui veut s'instruire/Leidraad voor wie leren wil). The Ministry has been issuing these recently in bilingual volumes devoted each to a region.
- 74 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. ADMINISTRATION DES ÉTUDES. *Premier livre blanc de l'enseignement technique*. Bruxelles, 1958. xxx, 507 p.
- MINISTERIE VAN OPENBAAR ONDERWIJS. BESTUUR VAN DE STUDIEDIENSTEN. *Het eerste witboek van het technisch onderwijs*. Brussel, 1958. xxxiv, 517 p.
- 75 THIRION, R. *Apprendre aux jeunes à penser leur travail. Essai d'initiation des apprentis d'un centre d'apprentissage aux principes et méthodes de l'organisation scientifique du travail en complément de leur formation professionnelle*. Bruxelles, Comité National Belge de l'Organisation Scientifique, 1957. 110 p. (Publication du CNBOS, no. 90).
- 76 VERMEULEN, G. *Technisch onderwijs en humanistische vorming of het wezen van een technische humaniora* (Technical education and liberal arts training or the nature of the humanities in technical education). Antwerpen, Standaard-Boekhandel, 1953. 44 p.

- 77 ——. *Waarheen na de technische school?* (Where to go after technical school?). Antwerpen, Sheed en Ward, 1956. 162 p.

Information on art and music education is given by the following works [78-80]:

- 78 DELAHAUT, J. *Le dessin à l'école. Contribution à l'école nouvelle, principes d'éducation plastique*. Bruxelles, Éditions '7 arts', 1957. 59 p.
- 79 EDELGARDIS, M. (sr.) *Muziekopvoeding in de kleuterschool* (Musical education in the nursery school). Brussel, Christelijk Onderwijsverbond, 1957. 85 p. (Opvoedkundige brochurereeks, 62).

- 80 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *L'éducation musicale des jeunes et des adultes en Belgique*. Bruxelles, 1953. 88 p.

Higher education is described in the following [81-84]:

- 81 CLEMENS, René. *Les études universitaires à Liège*, 3^e éd. rev. Liège, Vaillant-Carmanne, 1959. 82 p.
- 82 CONGRÈS INTERNATIONAL DE L'ENSEIGNEMENT UNIVERSITAIRE DES SCIENCES PÉDAGOGIQUES (Gand). PREMIER CONGRÈS. *Compte rendu et rapports*, ed. by R. L. Plancke and R. Verbist. Gand, 1954. 248 p.
—, DEUXIÈME CONGRÈS. *Compte rendu et rapports*, ed. by R. L. Plancke, R. Verbist and E. Petrini. Gand, 1958. 128 p.
- 83 DE RAEYMAEKER, L. *Le Cardinal Mercier et l'Institut Supérieur de Philosophie de Louvain*. Louvain, Publications universitaires, 1952. 275 p.
- 84 VAN KALKEN, F., et al. *Histoire des universités belges*. Bruxelles, Office de Publicité, 1954. 118 p.

Extracurricular education

- 85 DECAIGNY, T. *La presse enfantine: ses dangers, ses problèmes*. Bruxelles, Ministère de l'Instruction Publique, 1955. 56 p. (Service National de la Jeunesse, 1).
—, *De kinderpers: haar gevaren, en problemen*. Brussel, Ministerie van Openbaar Onderwijs, 1955. 60 p. (Nationale Dienst voor de Jeugd, 1).
- 86 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Orientation professionnelle et tutelle psycho-médico-sociale dans les écoles*. Dispositions réglementaires, documentation. Bruxelles, 1958. 140 p.

MINISTERIE VAN OPENBAAR ONDERWIJS. *Beroepsoriëntering en psycho-medisch-sociale voogdij in de scholen*. Reglementaire bepalingen, dokumentatie. Brussel, 1958. 155 p.

- 87 PASQUASY, R. *L'orientation vocationnelle*. Bruxelles, Centre Libre d'Orientalion Scolaire et Professionnelle, 1960. 58 p.
- 88 VAN AELBROUCK, A. *L'éducation populaire et les bibliothèques publiques. Les conditions historiques, sociales et psychologiques de son évolution*. Bruxelles, Librairie Encyclopédique, 1956. 182 p.

Curricula and methods

In principle, the State publishes curricula for most forms of education. Subsidized schools, which are merely required to maintain a standard equal to that of the State curricula, either follow those curricula, as is often the case in schools coming under the public authorities, or else publish their own, which are fairly close to the State curricula, as is the case in Catholic schools. A detailed list of programmes follows.

For pre-primary education (from 3 to 6 years of age) one item [89] in its French and Flemish editions applies to State schools, another [90] to private Catholic schools.

- 89 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Plan des activités éducatives à l'école gardienne*. Bruxelles, Moniteur Belge, 1951. 32 p.
- MINISTERIE VAN OPENBAAR ONDERWIJS. *Werkplan voor opvoedende activiteiten in de bewaarschool*. Brussel, Belgisch Staatsblad, 1951. 32 p.
- 90 CONSEIL CENTRAL DE L'ENSEIGNEMENT PRIMAIRE CATHOLIQUE. *Guide manuel pour les écoles gardiennes*. Liège, 1952. 73 p.

CENTRALE RAAD VAN HET KATHOLIEK LAGER ONDERWIJS. *De katholieke kleuterschool*. Richtlijnen en programma. Luik, 1952. 88 p.

Programmes for primary education include one work [91] for State schools, one [92] for schools in Brussels and the last [93] for private Catholic schools.

- 91 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Le plan d'études et instructions pédagogiques pour les trois premiers degrés des écoles primaires et des classes d'application annexées aux écoles normales et pour les sections préparatoires des écoles moyennes*. Bruxelles, 1958. 170 p.

MINISTERIE VAN OPENBAAR ONDERWIJS. *Leerplan en leidraad voor de eerste drie graden der lagere scholen en der oefenklassen toegevoegd aan de normaalscholen en voor de voorbereidende afdelingen der middelbare scholen*. Brussel, 1957. 167 p.

Curriculum and educational instructions established by the Royal Decree of 20 November 1957.

- 92 VILLE DE BRUXELLES. *Écoles primaires. Programme de l'enseignement. Guide pour l'instructeur*. [Bruxelles, 1953.] 324 p.

Approved by the Municipal Council on 9 February 1953.

- 93 CONSEIL CENTRAL DE L'ENSEIGNEMENT PRIMAIRE CATHOLIQUE. *Programme des études et directives pédagogiques pour les trois premiers degrés des écoles primaires catholiques*, 5^e éd. Liège, 1958. 158 p.

For the State and schools under public authorities pamphlets and syllabuses for secondary education are published by the Publications Service of the Ministry of Education. They cover general material and the following specific subjects: ethics in general; Catholic religion and ethics; Protestant religion and ethics; ancient languages; French (as first language); Flemish (as second language); English, German (as second and third languages); Spanish; history; geography; mathematics; physics, chemistry, biology; drawing, handwork, needlework; music; economics.

The following has been issued for private Catholic schools:

- 94 FÉDÉRATION NATIONALE DE L'ENSEIGNEMENT MOYEN CATHOLIQUE. *Programme*. . . . Lier, Van In, 1953. 539 p.

NATIONAAL VERBOND VOOR KATHOLIEK MIDDELBAAR ONDERWIJS. *Leerplan*. . . . Lier, Van In, 1953. 535 p.

For the state-organized teacher training colleges the following curricula are available: for pre-primary education, curricula for each of the four years of study; for primary education, a curriculum for each year; for secondary education, a curriculum for each year.

For Catholic teacher training establishments, secondary education syllabuses are used where appropriate. For branches of study peculiar to teacher training, provisional syllabuses are available.

For technical schools under the Directorate-General of Technical Education, state curricula are being prepared by the Council for the Advancement of Technical Education (Conseil de Perfectionnement de l'Enseignement Technique).

For private technical education there is the following syllabus:

- 95 FÉDÉRATION NATIONALE DE L'ENSEIGNEMENT TECHNIQUE CATHOLIQUE. *Programme des cours généraux au cycle secondaire inférieur de l'enseignement technique*. Bruxelles, Éditions universitaires, 1959. 379 p.

NATIONAAL VERBOND VAN HET KATHOLIEK TECHNISCHE ONDERWIJS. *Leerplan I. Algemene vakken van de lagere secundaire cyclus*. Antwerpen, Plantyn, 1959. 452 p.

For technical and pre-technical sections under the Directorate-General of Secondary Education there are syllabuses for the A3 technical sections (wood and iron working), and for the preparatory agricultural sections, for the girls' technical (C1) and domestic sections. All of these are published by the Ministry of Education.

For art education, which is still of necessity loosely organized, there is no official curriculum, except in the case of architecture (see the Royal Decree of 18 November 1949 and the Ministerial Order of 1 June 1950). Regulations for the courses are laid down for different levels and types of institution.

The Law on the conferring of academic degrees merely lists the courses required for the award of each of the recognized degrees or diplomas for higher education. At this level, and especially in universities, the content of courses is determined solely by the professor.

The progress of students through the system

Information on the progress of students through the system (guidance, examination, award of diplomas and certificates) may be found in the *World survey of education: III—Secondary education*, p. 238-39 [International sources 8].

Educational studies and research

Educational research centres

- 96 COMMISSION CONSULTATIVE UNIVERSITAIRE DE PÉDAGOGIE (CCUP)

Ministère de l'Éducation Nationale et de la Culture, Direction Générale de l'Enseignement Primaire, 155, rue de la Loi, Bruxelles.

- 97 INSTITUT DE PSYCHOLOGIE APPLIQUÉE ET DE PÉDAGOGIE

3, rue Kraeken, Louvain.

Organ of the Faculty of Philosophy and Letters of the University of Louvain.

- 98 ÉCOLE DES SCIENCES DE L'ÉDUCATION
50, Avenue F. D. Roosevelt, Bruxelles.
An organ of the Free University of Brussels.
- 99 HOGER INSTITUUT VOOR OPVOEDKUNDIGE WETENSCHAPPEN (Higher Institute of Pedagogical Sciences of the University of Ghent)
Universiteitsstraat, 14, Gent.
An organ of the University of Ghent.
- 100 INSTITUT SUPÉRIEUR DE SCIENCES PÉDAGOGIQUES
Boulevard d'Avroy, Liège.
Organ of the University of Liège.
- 101 CENTRE DE RECHERCHE DE L'INSTITUT SUPÉRIEUR DE PÉDAGOGIE DU HAINAUT
9, rue Abel, Morlanwelz.
- 102 INSTITUT DES HAUTES ÉTUDES DE BELGIQUE
65, rue de la Concorde, Bruxelles.

Congresses and conferences

Among the congresses and conferences held, some of them regularly, the following are of particular interest:

'Semaines pédagogiques de l'enseignement primaire' (one-week seminars on primary school education) held by the Ministry of Education and Culture, which publishes reports on them [55] in both Flemish and French.

Annual symposia of the Association Internationale de Pédagogie Expérimentale de Langue Française. International Psychological Congress (Brussels, 1957). Annual meetings of the Association of Teachers who are graduates of Free University of Brussels; and of that university's education and psychology societies.

Seminars of the Belgian National League for Mental Health; Franco-Belgian seminars on primary education; Franco-Belgian seminars on secondary education; educational seminars of the Ministry of Education. For these three, reports are prepared by the Ministry of Education.

Annual or biennial congresses of the various federations of private Catholic schools.

The following periodical publications provide information on the results of research:

- 103 *Cahiers de pédagogie et d'orientation professionnelle*, 1935-. Liège, Institut Supérieur de Sciences Pédagogiques. Quarterly.

Paedagogica belgica [21].

- 104 *Revue belge de psychologie et de pédagogie*, 1934-. Bruxelles, Université libre de Bruxelles. Quarterly.

Scientia pedagogica [International sources 13]. Reports on the 'Semaines pédagogiques de l'enseignement primaire' [55].

Belgian research workers frequently publish in foreign reviews, especially French reviews such as *Le Courrier de la recherche pédagogique* and *Enfance* [France 75, 85]. Note also:

- 105 HOTYAT, Fernand. 'Educational research in French-speaking countries of Europe'. In: *The school review* (Chicago), vol. 46, no. 3, autumn 1958, p. 313-28.

Following is an example of a Belgian work concerning an aspect of education studied primarily outside Belgium:

- 106 PLANCHARD, Émile. *Problemas de selecção e de orientação no limiar da universidade* (Problems of selection and guidance for university entrance). Coimbra, Coimbra-Editora, 1952. 42 p.

Textbooks and instructional materials

A list of textbook publishers can be supplied by the

- 107 SYNDICAT DES ÉDITEURS BELGES
32, avenue Louise, Bruxelles.

Lists may be found also in the following catalogues which give works approved by the State and by the Catholic National Federation for Secondary Education:

- 108 MINISTÈRE DE L'INSTRUCTION PUBLIQUE/MINISTERIE VAN OPENBAAR ONDERWIJS. *Catalogue des ouvrages classiques, des moyens matériels d'enseignement, des livres à donner en prix, ainsi que des revues destinées aux bibliothèques des élèves et des professeurs, dont l'emploi est autorisé dans les établissements d'enseignement moyen organisés par les pouvoirs publics/Catalogus van de schoolboeken, de stoffelijke leermiddelen, de prijsboeken evenals van de werken en de tijdschriften bestemd voor de bibliotheken van leerlingen en leraars en waarvan het gebruik toegelaten is in de door de openbare machten ingerichte inrichtingen voor middelbaar onderwijs*. Bruxelles/Brussel, 1951-. 2 numbers, approx. 100 p. each. Annual.

Works authorized by the Conseil de Perfectionnement de l'Enseignement moyen.

- 109 FÉDÉRATION NATIONALE DE L'ENSEIGNEMENT MOYEN CATHOLIQUE. *Catalogue des manuels scolaires de l'enseignement moyen catholique*. Lierre, Van In, 1955. 139 p.

NATIONAAL VERBOND VOOR KATHOLIEK MIDDELBAAR ONDERWIJS. *Catalogus van de handboeken voor het katholiek middelbaar onderwijs*. Lier, Van In, 1955. 116 p.

The above catalogues of textbooks for Catholic secondary schools have been continued by annual supplements.

The following is a selected list of distributors of teaching materials:

Analix, 14/37, rue Dewez, Namur.
 Bossaerts, 59, avenue de l'Art flamand, Anvers.
 Cogebe, 271, Leemstraat, Anvers.
 Dimat (Verbeke), 95, Noordzandstraat, Brugge.
 Firma Baert, 93, Firmin Lecharlierlaan, Jette.
 Heideland, Grote Markt, Hasselt.
 Henkart, Van Velsen et Laoureux, 1026, chaussée de Louvain, Bruxelles 14.
 Ivac, 37, rue de Linthout, Bruxelles 4.
 Lambrechts, 170, avenue de Belgique, Anvers.
 Maison Blokland, 17, De Borrekensstraat, Deurne/Anvers.
 Maison Calozet, 40, rue des Chartreux, Bruxelles.
 Maison Lecat, 67, Grand'Place, Tournai.
 Maison Naert, 19, place Rouppe, Bruxelles.
 Steppe, Steenweg naar Aalst, Ninove.
 Strenua, 35, rue Belliard, Bruxelles.
 Van In, 37, Grote Markt, Lier.

Audio-visual aids

First should be noted:

- 110 SERVICE CINÉMATOGRAPHIQUE DU MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA CULTURE
 7, quai du Commerce, Bruxelles.

This service has a film library which at present contains more than 2,000 different 16 mm. films and 14,000 copies. It lends films to all educational institutions and to adult education services, and will furnish a catalogue on request.

Following is the address of the Extracurricular Activities Service of the Directorate-General of Educational Services in the Ministry of Education:

- 111 SERVICE DES ACTIVITÉS PARASCOLAIRES
 Direction générale des Services Éducatifs, Ministère de l'Éducation Nationale et de la Culture,
 155, rue de la Loi, Bruxelles.

This office also has a collection of film strips and slides which are available free of charge to schools.

A kind of film museum is the

- 112 CINÉMATÈQUE DE BELGIQUE
 Palais des Beaux-Arts, 23, rue Ravenstein, Bruxelles.

Recordings

Two private undertakings have been encouraged by the Ministry of Education and Culture:

- 113 LA DISCOTHÈQUE NATIONALE
 31-33, Galerie Ravenstein, Bruxelles.
 Holds a remarkable collection of musical recordings which are lent to schools on special terms.
- 114 LE MUSÉE DE LA PAROLE
 Palais d'Egmont, Bruxelles.
 Makes and holds recordings relating to famous men, both Belgian and foreign; also runs a loan service for educational institutions. A catalogue is given on request.

Education associations

There are various types of education associations, some national, others trade union and others professional in nature. Most may be found in *Teachers' associations*... [International sources 2]. Others are listed below by category:

National

- 115 FÉDÉRATION ROYALE DES UNIONS POST-SCOLAIRES DE L'ENSEIGNEMENT OFFICIEL MOYEN DE BELGIQUE
 18, rue Wittman, Bruxelles.
- 116 AMICALE DES DIRECTEURS, DIRECTRICES ET DIRECTEURS-PRÉFETS DE L'ENSEIGNEMENT MOYEN
 83, rue Marie-Christine, Bruxelles.

- 117 AMICALE DES PRÉFETS ET PRÉFÈTES DE L'ENSEIGNEMENT OFFICIEL
 87, avenue Houzeau, Bruxelles 18.

The Confédération Nationale des Associations de Parents is at 9, rue Guimard, Brussels 4.

Trade union

- 118 SYNDICAT LIBÉRAL DES AGENTS DES SERVICES PUBLICS
 Groupe Enseignement, 189, rue Joseph II, Bruxelles.
 Issues a monthly: *Le 'combat syndical' de l'enseignement*.

Professional

- 119 FÉDÉRATION BELGE DE GYMNASTIQUE ÉDUCATIVE
 94, rue des Plantes, Bruxelles 3.

Some associations are under university auspices or are composed also of a special category of graduates from a certain university. For instance, there are the Association des Classiques de l'Université de Liège,

which publishes a semi-annual bulletin; the Association des Germanistes sortis de l'Université de Liège, which issues reports of general assemblies; the Cercle de Pédagogie et d'Orientation Professionnelle de l'Université de Liège, responsible for the *Cahiers de pédagogie et d'orientation professionnelle* [103]; and, for the University of Louvain, the Cercle de Pédagogie, Association des Classiques, Cercle des Étudiants en Philologie Classique.

Educational journals

Most of the Belgian educational journals are described in the *International list of educational periodicals* [International sources 3]. A few others are noted below:

- 120 *Brug tussen gezin en school* (Bridge between the family and the school), 1957-58- . Gent. Five issues a year.
Titles before 1957-58: *Contact tussen gezin en college* (Contact between the family and the secondary school), then *Kontakt tussen school en gezin* (Contact between the school and the family).
- 121 *L'école belge, journal pédagogique des instituteurs et des institutrices*, 1957- . Bruxelles. Ten issues a year.
This followed *La revue pédagogique*.
- 122 *L'enseignement catholique*, 1957- . Bruxelles. Ten issues a year.
Issued also as *Het Katholiek onderwijs*, this is a contact and information bulletin published by the National Secretariat of Catholic Education [3].
- 123 *Famille, collège et institut*, 1937- . Bruxelles. Bi-monthly.
A journal intended to serve as link between parents and teachers.
- 124 *Feuilles du S.N.J.*, 1954- . Bruxelles, Service National de la Jeunesse. Monthly.
- 125 *Les humanités chrétiennes*, 1958- . Bruxelles. Five issues a year.
An organ of the National Catholic Federations of Secondary Education and Teacher Training.
- 126 *Kunst en onderwijs* (Art and education). Antwerpen, Edelweis. Monthly.
- 127 *Littérature de jeunesse*, 1949- . Bruxelles, Conseil de Littérature de Jeunesse. Monthly.
Also *Jeugdliteratuur*, Flemish.
- 128 *NE-ON, Tweemaandelijks pedagogisch tijdschrift met het oog op de praktijk in het onderwijs* (NE-ON. Educational journal devoted to school teaching), 1960- . Brugge. Bi-monthly.

129 *Bulletin (de la) Société belge des professeurs de français*, 1951-52- . Gosselies. Quarterly.

130 *Van In school- en klaspraktijk* (Van In teaching method), 1959-60- . Lier. Three issues per school year.

[For educational journals, see also 20, 21, 103, 104.]

Educational statistics

Several yearbooks of educational statistics are published in Belgium:

- 131 MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA CULTURE. ADMINISTRATION DES ÉTUDES. *Annuaire statistique de l'enseignement, année scolaire 1956/1957*- . Bruxelles. Annual.
Published in single language editions. First issues were under the Ministry's earlier title Ministère de l'Instruction Publique. This yearbook is prepared with the aid of the Institut National de Statistique, which is within the Ministère des Affaires Économiques. [See also 142.]
 - 132 SECRÉTARIAT NATIONAL DE L'ENSEIGNEMENT CATHOLIQUE. *Annuaire statistique de l'enseignement catholique*, 1957/58- . Bruxelles. Annual.
The author and title of the Flemish edition are: Nationaal Secretariaat van het Katholiek Onderwijs, *Jaarboek*.
 - 133 FONDATION UNIVERSITAIRE. BUREAU DE STATISTIQUES UNIVERSITAIRES. *Rapport*. Bruxelles, 1937- . Annual.
There is also a Flemish edition, *Jaarverslag*, of the Universitaire Stichting, Dienst voor Hogeschoolstatistiek. This yearbook gives data for higher education only.
- The Technical Department of the Ministry of Education has published several editions of a work giving more detailed data on technical education:
- 134 *Extraits de la statistique des établissements d'enseignement technique* (1957, 118 p.; 1958, 91 p.; 1959-60, 100 p.).
 - Uittreksels uit de statistiek van de inrichtingen voor technisch onderwijs* (1957, 118 p.; 1958, 81 p.; 1959-60, 97 p.).

A work on the need for qualified scientific and technical personnel is

- 135 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Premier livre blanc sur les besoins de l'économie belge en personnel scientifique et technique qualifié* 1958. Bruxelles, 1958. 507 p.
- MINISTERIE VAN OPENBAAR ONDERWIJS. *Eerste Witboek over de behoeften van de Belgische Economie*

aan geschoold wetenschappelijk en technisch personeel. Brussel, 1958. 517 p.

A recent publication on education and demography is

- 136 **SECRÉTARIAT NATIONAL DE L'ENSEIGNEMENT CATHOLIQUE. CENTRE DE RECHERCHES SOCIO-RELIGIEUSES. *Enseignement et démographie***. Bruxelles, 1958. 120 p.

NATIONAAL SECRETARIAAT VAN HET KATHOLIEK ONDERWIJS. NATIONAAL CENTRUM VOOR SOCIO-GODSDIENSTIG ONDERZOEK. *Onderwijs en demografie*. Brussel, 1958. 119 p.

For this work one may consult also *L'enseignement catholique (Het katholiek onderwijs)*, II, 1958-59, no. 1; and IV, 1960-61, nos. 3 and 4.

Education biography

There is no general Belgian education biography. However, various sources provide biographical information concerning Belgian educators.

A considerable number of Belgians outstanding in the field of education, either at present or in the past, may be found in

- 137 *Lexikon der Pädagogik*. Bern, A. Francke, 1950-52. 3 vols.

Volume III, devoted to an international biography of educators, provides biographical descriptions followed by a list of works for each person described. For each article, a code number refers to its author. Among Belgians of whom biographies may be found here are Ovide Decroly, p. 102-3; Alexandre Herlin, p. 214; Tobie Jonckheere, p. 239; Georges Rouma, p. 388; and Alexis Sluys, p. 430.

A few of the publications regarding Decroly, his work and writings, are given below:

- 138 *Hommage au Dr. Decroly. Demi-journées d'études, Bruxelles. Exposition/Hulde aan Dr. Decroly. Halve-studiedagen, Brussel. Tentoonstelling*. 6 octob-6 october 1958. Bruxelles/Brussel. Ligue Nationale Belge d'Hygiène Mentale/Nationale Belgische Bond voor Geesteshygiëne, s.d. 34 p. (Documents de la Ligue Nationale Belge d'Hygiène Mentale/Documenten van de Nationale Belgische Bond voor Geesteshygiëne).

Contains an introduction by J.E. Segers and short articles on Decroly's contribution to the development of special education, by Madame Jadot-Decroly, L. Libois and A. Van Goidsenhoven.

- 139 **MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Notice bibliographique sur l'œuvre du docteur Ovide Decroly (par ordre chronologique)***. Bruxelles, 1952. 17 p. In Flemish also.

Contains a list of publications by and about Dr. Decroly.

- 140 **SEGRS, J. E. *Psychologie de l'enfant normal et anormal d'après le Dr. O. Decroly***. Bruxelles, Stoops, 1948. 367 p.

On pages 347-56 is a bibliography of works written by Dr. Decroly as sole or joint author.

Among works concerning other Belgian educators may be mentioned:

- 141 **JONCKHEERE, T. *La pédagogie d'Alexis Sluys***. Bruxelles, Labor, 1952. 120 p.

The author has given a general perspective of the range of publications for which Sluys was responsible; by choosing the most characteristic pages and accompanying them with a suitable commentary, he situates Sluys' work in the setting of the time when he was active.

Some information on persons involved in secondary education may be located in the following:

- 142 **FÉDÉRATION DE L'ENSEIGNEMENT MOYEN OFFICIEL DU DEGRÉ SUPÉRIEUR DE BELGIQUE. *Annuaire statistique et biographique du personnel de l'enseignement moyen officiel du degré supérieur au 1^{er} juin 1953***. Liège, 1953. 434 p.

In 1953 publication was resumed of this statistical and biographical yearbook concerning the staff of state higher secondary education.

For information on administrators of research institutes, university heads, deans and professors—with fields of instruction—together with similar information regarding personnel of other institutions of higher education, the *World of learning* may be consulted [International sources 7].

Education libraries and museums

The principal education library is the

- 143 **BIBLIOTHÈQUE CENTRALE DU MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA CULTURE**
27, rue de Louvain, Bruxelles.

Inter-availability of educational resources

Bilateral cultural agreements have been concluded between Belgium and 21 different countries. Each of these agreements has provided for the organization of exchanges between scientists, writers and artists.

For opportunities for Belgians to study in the United States, see the following:

- 144 **VAN DER BELEN, J. *Educational exchange opportunities in the United States for citizens from Belgium and Luxembourg***. Brussels, The United States Information Service, 1955. 72 p.

See also *Bourses d'études* [13].

A documentation centre was established in 1940 under the Consejo Nacional de Educación (National Education Council). It was reorganized in 1950 and became the

- 1 INSTITUTO NACIONAL DE INVESTIGACIONES PEDAGÓGICAS 'PROFESOR ALFREDO VARGAS'.

Palacio de Gobierno, 3^{er} piso, Casilla postal 158, Sucre.

Chapter 25 of the reform law of 1955 defines the institute as a consultative technical department under the Dirección General de Educación (General Directorate of Education). Its chief functions are to formulate, test and adapt educational methods and techniques which will guide and improve educational practice; to revise periodically the official plans of study; to co-operate with centres of teacher and university education in the selection and orientation of professional personnel; to formulate norms for school texts and instructional materials; to collect, organize and disseminate information on the educational system of Bolivia through reference services and publications. The institute publishes an annual bulletin and the school journal *Punto*.

Reference works

There is no national bibliography. A few booksellers and publishers from time to time issue catalogues or mimeographed lists of recent publications. In the field of education, some Bolivian imprints occasionally find their way into a very useful bibliographic aid in the Latin American field:

- 2 U.S. LIBRARY OF CONGRESS. HISPANIC FOUNDATION. *Handbook of Latin American studies*, 1936-. Gainesville, University of Florida Press. Annual. (Imprint varies.)

Prepared by a group of over fifty subject and area specialists in the Social Sciences and Humanities, this is a selective guide to books and periodical articles on Latin America. The section on education, though not large in relation to the volume of material published, includes important materials received in the Library of Congress. It is divided by general works and by country. There are brief three- to ten-line annotations in English. Each number has an alphabetical list of periodicals cited, a subject index, and an index of authors cited.

See also *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The constitutional basis of education derives from the reformed Constitution promulgated 26 November 1947. Educational provisions are contained in Section 18, Articles 157 to 165. The most important dispositions are as follows: Article 157—education is the highest function of the State, is compulsory from the ages of 7 to 14, and is free of charge in public primary and secondary schools; Article

158—private schools are subject to the official authorities, plans, programmes, and regulations; Article 161—the State shall administer primary, secondary, normal and technical education through the Minister and in accord with existing statutes; Article 162—all universities are autonomous and have equal rank; Article 165—education at all levels is under the protection of the State exercised through the Minister of Education.

- 3 *Constitución política del estado, notas y concordancias de Ciro Félix Trigo*, 9^a ed. La Paz, Gisbert, 1958. 81 p.

The present structure and organization of the educational system derives from the Reform Law approved and put into effect in 1955.

- 4 MINISTERIO DE EDUCACIÓN PÚBLICA Y BELLAS ARTES. *Código de la educación boliviana, edición corregida y definitiva*. La Paz, 1956. 183 p.

The code was prepared by a Reform Commission appointed by the President in 1953. This compilation gives the texts of the decrees establishing the commission, various addresses by the President and officers of the commission, an exposition of the principles which guided the work of reform, and the complete code.

The text alone was also published in:

- 5 SUBSECRETARÍA DE PRENSA, INFORMACIONES Y CULTURA. *Decreto-ley de la reforma educacional*. La Paz, 1955. 74 p. (Serie Legislación, 4).

Important substantive changes in educational legislation are embodied in supreme decrees handed down by the President. Since the code the more important of these have included the following:

- 6 'Consejo Superior de Enseñanza Técnica, decreto supremo no. 04532'. In: *Minkha* (La Paz), año I, no. 2/3, 3.º y 4.º semestres 1956, p. 143-7.

The decree dated 28 November 1956 creates the Higher Council on Technical Education, defines its scope, functions and duties, and provides for the establishment of District Committees of the Council in each school district.

- 7 *Reglamento del escalafón nacional del servicio de educación*. La Paz, Editorial Letras, 1957. 28 p. Supreme Decree No. 04688 of 18 July 1957 on public school teachers. It establishes the requirements and norms for acceptance, accreditation, promotions, work loads, tenure and so on. The text is also reprinted in *Minkha* (La Paz), año II, no. 6, 3.º trimestre 1957, p. 107-26.

See also *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

The educational system is headed by the Minister of Education and Fine Arts. He is assisted by the Council for Educational Co-ordination made up of

representatives of the Ministries of Rural Affairs, Labour and Social Welfare, Health, Mines and Petroleum, and of other agencies in and out of the Ministry of Education who are concerned with the educative process. Under the Minister the principal official is the Director-General of Education to whom are responsible the directors of the technical-pedagogical divisions—those for primary, secondary, technical, music and plastic arts schools, normal training, literacy education, physical training and sports, pedagogical studies, and Catholic schools. The director is appointed by the Cabinet Council; directors of divisions are appointed by the Minister of Education with the advice of the Director-General. The Ministry also has a group of administrative divisions comprising statistics and personnel, general administration, legislation and archives, school architecture, and cultural extension.

Beyond a financial obligation to contribute a set percentage of tax revenues for education, the *departamentos* (provinces) and municipalities have little responsibility for schools. Urban schools are administered by the chief of the school district with the co-operation of district councils. The schools are supervised by a corps of district and zone inspectors. The number of these varies according to the type of school and the size of the district. Rural schools are under the jurisdiction of the Minister of Rural Affairs.

As noted above, other government Ministries are responsible with the Ministry of Education for limited phases of education. The Ministries of Labour and Health are jointly responsible for rehabilitative education; certain pre-primary establishments are under the Ministry of Health; worker education is shared in by the Ministries of Labour, Rural Affairs, Health, and Mines. There is also a committee for literacy programmes made up of representatives from all of these Ministries.

Private schools operate under very close regulation by the State. They are required to follow official programmes of study, use officially approved texts, and submit any information on their operation and internal administration when requested by the Government. Private schools in rural areas are exempt from most government regulations. Bolivia's seven universities are autonomous.

The annual report of the Minister of Education and Fine Arts is not regularly published. A brief summary of progress in the field is usually included in the President's message to the National Congress:

8 PRESIDENTE. *Mensaje al honorable Congreso Nacional*. La Paz. Annual.

The report of 6 August 1960 gives a four-year survey of educational developments during the administration of President Siles Zuazo.

See also the brief report submitted to the *International yearbook of education* [International sources 5].

- The budget of the Ministry of Education appears in
- 9 MINISTERIO DE HACIENDA Y ESTADÍSTICA. ADMINISTRACIÓN NACIONAL DE PRESUPUESTO, CRÉDITO PÚBLICO Y AMORTIZACIONES. *Presupuesto general*, La Paz, 1832-. Annual (title, frequency and issuing body vary).

Gives annual and monthly salary allocations for administrative departments and for school districts. Specific allocations are given for secondary establishments. There is a separate chapter on cost of services, and a one-page budget summary by district.

The Ministry of Education's five-year development plan as presented to the President in 1958 is described in detail in

- 10 MINISTERIO DE EDUCACIÓN Y BELLAS ARTES. *Plan de fomento de la educación nacional*. [La Paz], 1958. 163 p.

This is designed to provide a basis for a projected law of educational development. It surveys the objectives, needs and problems of the national system and presents the Minister's conclusions. Pages 127-57 comprise a statistical annex.

Structure and organization

The 1955 Code of Education divides the general organization of education into four large areas—regular schooling from pre-primary through university, adult education, educational rehabilitation for the physically or psychologically handicapped children, and cultural extension having as its aim the raising of the cultural level of the whole community.

The school system proper begins with nursery schools and kindergartens. The latter, mostly government-supported, are available in towns for children from 3 to 6 years old. Urban primary school programmes comprise six courses divided into three two-year grades.

The six-year academic secondary school programme is divided into two phases—the basic four-year cycle of general studies, and the second cycle of two years which allows specialization in either the humanities or the sciences. The diploma (*bachillerato*) is conferred by the university on presentation of a certificate of completion of secondary studies.

Technical, vocational and professional education follow a varied pattern. Pre-vocational training is offered in the last two years of primary school. Most

secondary schools have technical/vocational sections where such training is given concurrently with the academic curriculum during the basic cycle. Advanced training for the last two years of the secondary programme is offered in specialized schools and institutes. There is a growing tendency to provide the entire six-year programmes of industrial, commercial and professional training in specialized institutions. An eight-year secondary programme is available for girls going into nursing or social work.

Normal education for urban primary teachers comprises four years after the basic secondary cycle. Rural school teachers are trained in rural normal schools maintained by the Ministry of Rural Affairs. Secondary school teachers must have completed university-level normal studies to be accredited.

The entrance requirements for university are flexible. Although the baccalaureate is the usual prerequisite, some specialized schools and faculties will admit students who have completed the third year of secondary studies, and in a few cases, only the six years of primary school.

On rural education in general, see

- 11 INSTITUTE OF INTER-AMERICAN AFFAIRS. *Rural education in Bolivia*. La Paz, 1955. 59 p.

A popular account of 10 years of co-operation between the governments of Bolivia and the U.S.A. in the field of rural education, this provides a brief quantitative analysis and describes the operation of the Inter-American Educational Co-operation Service (SCIDE). More detailed accounts may be found in

- 12 SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. [Annual report]. La Paz, 1949-. Annual. (Title varies.)

The report reviews the year's work in the four fields with which SCIDE is most concerned—rural and industrial education, vocational agriculture, and administration.

A good source of information on fundamental education, with particular reference to Bolivia's large Indian-speaking population, may be found in

- 13 LEDESMA, Bernabé. *Proyecto de educación fundamental, presentado al III Congreso Indigenista Interamericano*. La Paz, 1954. 66 l. Processed.

This provides a useful background on the changing concepts of fundamental education and the development of government policy up to the date of publication. The author presents a detailed plan for the re-structuring of the system for educating the indigenous population.

On primary education, see *Bibliografía de la educación primaria* . . . [Venezuela 28].

Programmes of study

- 14 MINISTERIO DE EDUCACIÓN Y BELLAS ARTES. DIRECCIÓN GENERAL DE EDUCACIÓN. *Plan y programas*

oficiales de educación secundaria. La Paz, Ediciones 'Buriball', 1956. 525 p.

Contains the complete official secondary school programmes presented to the First Seminar on Secondary Education (8-22 December 1955) and put into effect by Ministerial Resolution No. 641 of 1956. The First Education Congress scheduled to meet in 1960 had as one of its aims the review of the programmes and syllabuses for secondary schools.

- 15 SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. *Planes y programas de educación técnico-vocacional en el ciclo secundario humanístico*. La Paz, 1956. 41 p. Processed.

The supplementary courses for technical/vocational education in the secondary school humanities cycle.

- 16 MINISTERIO DE EDUCACIÓN. *Plan general de estudios de educación vocacional industrial*. La Paz, 1956. 26 p. General programmes of industrial education in the fifth and sixth primary grades and at secondary level.

- 17 SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. *Planes y programas para las escuelas industriales femeninas*. La Paz, Ministerio de Educación, 1957. 61 p. Processed.

Includes the curricula and syllabuses to be used in industrial schools for girls.

Educational studies and research

Most educational research is conducted by dependencies of the Ministry of Education. It is centralized in the Instituto de Investigaciones Pedagógicas [1] which has on its staff four specialists in primary, secondary, vocational/technical and professional education. The results of the institute's labours are reflected more in internal official reports, projects and programmes than in monographic or serial presentations. In the fields of rural and technical education, SCIDE [12] has issued numerous reports, manuals and teaching aids based on its studies of Bolivian educational problems.

A number of special studies and meetings resulted from the Government's concern over the need for educational reform in the early 1950's. Some of these are noted below.

- 18 DONOSO TORRES, Vicente. *Bases para una reforma integral de la educación, ponencia presentada al Primer Congreso Boliviano de Sociología*. La Paz, Editorial Don Bosco, 1953. 55 p.

An eminent Bolivian educator, formerly Director-General of Education and President of the National Council on Education, analyses the educational situation and proposes reforms geared to the country's growing needs. Among his recommendations are an organic law, a co-ordinated programme of reform, acceleration of literacy campaigns, increased funds

for schools, more and better teacher training schools, and practical programmes of vocational and technical education.

- 19 *Hacia la nueva educación nacional* [por] Faustino Suárez Arnez, F. Yolanda Suárez y Nelly Suárez C. La Paz, Empresa Editora 'Universo', 1953. 198 p.

A collection of studies by three members of a family of educators. Part 1 is the doctoral thesis of Fanny Yolanda Suárez on reform of secondary education; in Part 2, Nelly Suárez C. presents an organic plan for the organization of education from pre-primary to university; the last section is a collection of short essays and articles by Faustino Suárez Arnez on diverse topics, including a project for a new organic statute of education.

- 20 UNIVERSIDAD TÉCNICA DE ORURO. *Antecedentes para la reforma de la educación pública en Bolivia*. Oruro, Departamento de Extensión Cultural, 1953. 266 p.

Stimulated by the creation of the Educational Reform Commission in 1953, the School of Education at Oruro University instituted a series of conferences and lectures. The resulting papers and studies fall into three categories—theoretical considerations, specific plans and projects, and supporting documents.

On university reform the following may be noted:

- 21 BAPTISTA GUMUCIO, Mariano. *Revolución y universidad en Bolivia*. La Paz, Ediciones 'Juventud', 1956. 166 p.

An historical analysis and criticism, written from a leftist point of view, of university development. The author recommends the abolition of formalistic university entrance requirements, appointment of professors on the basis of competitive examinations, abolition of teacher tenure, and the admission of more students from the working classes.

Textbooks and instructional materials

Textbooks are either commercially produced or privately printed. In technical fields for secondary and university studies, imported books are frequently used. Very few primary school students can afford to purchase textbooks, and as a result their use at this level is not widespread.

In recent years the Ministry of Education has given increasing attention to problems of selection and distribution. The National Institute of Educational Studies [1] works closely with other departments in the Ministry in the drawing-up of standards for texts which can be officially recommended. Under the General Directorate of Education is also a more or less permanent Technical Commission which rules on the suitability of newly submitted texts and periodically reviews the approved list to determine whether a title should be revised or withdrawn. The commission also acts as jury for textbook competitions.

In an effort to bring the cost of books within closer reach of the student, there was created in 1955 the Fund for the Production of Educational Books. This venture has been jointly financed by the Government and Unesco, and has as its purpose the defraying of editorial and production costs of new textbooks. The actual printing is contracted out to private printers.

The Interamerican Co-operative Education Service has issued many syllabuses, programmes of study, teachers' manuals and classroom aids, all of which are distributed free. SCIDE's new publications are listed in a permanent section of *Educación boliviana* [25]. SCIDE also maintains an audio-visual centre whose purposes are to encourage production of audio-visual materials and to provide training in their use. Lists of educational materials produced by SCIDE may be requested from

- 22 Servicio Cooperativo Interamericano de Educación, Federico Zuazo 1721, La Paz.

A directory of publishers, printers and booksellers in Latin America has been periodically issued:

- 23 PAN AMERICAN UNION. COLUMBUS MEMORIAL LIBRARY. *Directorio de librerías y casas editoriales en América Latina*, 6th ed. Washington, 1958. 160 p. (Bibliographic series, 2, part 3, 4th ed.).

This latest edition, like its predecessors, has a chapter for each of the Latin American republics, further divided by city, under which booksellers, printers and publishers are listed alphabetically. Each entry gives name, address, type of establishment and fields of specialization where known.

Education associations

The right of teachers to organize into professional unions or associations is guaranteed by article 255 of the 1955 Reform Law. A number of associations exist, organized on professional, political or denominational lines. A fuller address may be added to the list in *Teachers' associations* . . . [International sources 2];

- 24 Federación Nacional de Maestros Mineros y Petroleros, Corporación Minera de Bolivia (Comibol), Avenida Mariscal Santa Cruz, esquina Oruro, La Paz.

Educational journals

A number of educational reviews and periodicals appear, although at somewhat irregular intervals. A listing will be found in the *International list of educational periodicals* [International sources 3].

The following additions and changes may be noted:

- 25 *Educación boliviana*, 1953- . La Paz. Quarterly.
This began as a bi-monthly with the title *En pro de la educación boliviana*. With vol. VIII (1960) the system of numbering was changed to one of volumes and whole numbers, i.e., the first issue of 1960, which would normally have been vol. VIII, no. 1, is designated as vol. VIII, no. 23. The journal has increased steadily in scope and utility; it is now the best source of information on primary and rural schools, and offers in addition many good articles on educational theory and comparative education.
- 26 *Gaceta pedagógica*, 1959- . La Paz. Monthly (irregular).
Published by the Instituto Pedagógico, of the Faculty of Philosophy and Letters at the Universidad Mayor de San Andrés.
- 27 *Minkha, revista de estudios pedagógicos*, 1956- . La Paz. Quarterly (suspended 1958?).
Issued by the Pedagogical Section of the General Directorate of Education, this journal contains substantial articles of very high quality. It has sections on theory, methods, literature, legislation, and news of educational interest.
- 28 *Universidad*, 1952- . Oruro. Semi-annual.
Published by the Department of Cultural Extension at the Technical University of Oruro, this university-oriented journal customarily gives attention to educational matters in its section on national problems. The number for año II, no. 3 (1953) devotes 200 pages to articles on educational reform; año III, no. 5 (1954) reprints the complete text of the educational reform law of January 1955.

Educational statistics

The Ministry of Finance and Statistics has as one of its divisions the National Bureau of Statistics and Census, to which other government agencies forward data for co-ordination and publication. As yet, no general statistical annual has been issued on a regular basis. The bureau has published a *Revista* since 1945

and a *Boletín mensual* since 1938. Both of these stress demographic and economic statistics, and very rarely include information pertaining to education.

Within the Ministry of Education, the General Directorate is responsible for the collection and organization of statistics through its Section of School Statistics. It has no regular periodical for publicizing statistical information.

The rates of school attendance as determined by the 1950 census are contained in

- 29 ARCE VARGAS, Mario. *Estadística de la División Política Administrativa de Bolivia*. La Paz, Ministerio de Asuntos Campesinos, Departamento de Publicaciones, 1954. 71 p.

This gives the gross attendance and non-attendance figures, and percentage of non-attendance, of the population 5 to 19 years old. Figures are given for all towns, villages and missions down to the very smallest. Data are arranged alphabetically under the name of the administrative unit.

Some useful statistical tables are contained in *Plan de fomento de la educación nacional* [10].

Education biography

There is no special source for education biography, but some administrators and teachers may be found in

- 30 *Quién es quién en Bolivia*. La Paz, Editores Quién es Quién en Bolivia, 1959. 338 p.

Persons are listed in a single alphabet. The biographical entries range from 20 to 40 lines and supply the usual information on birth, education, career and publications. There is an alphabetic name index, but no index by professions.

Information about teachers in the public school system may be requested from

- 31 Departamento Personal, Sección de Escalafón, Ministerio de Educación y Bellas Artes, La Paz.

The National Institute of Pedagogical Studies (Instituto Nacional de Estudos Pedagógicos) at Rio de Janeiro was founded in 1938 to provide technical assistance in the improvement of primary and normal teaching, and of school administration. From its inception the institute included the Seção de Documentação Pedagógica (Education Documentation Section) whose chief responsibility was the study, compilation and classification of state and federal laws on education.

In 1953 the Seção de Documentação Pedagógica expanded its scope and took the name Centro de Documentação Pedagógica. In 1955 this became the Centro Brasileiro de Pesquisas Educacionais (Centre of Educational Research). At the same time, regional centres, each largely autonomous, were created in several of the more populous and highly developed states.

The Centre of Educational Research comprises four divisions: Divisão de Estudos e Pesquisas Educacionais (Division of Educational Studies and Research), Divisão de Estudos e Pesquisas Sociais (Division of Social Studies and Research), Divisão de Documentação e Informação Pedagógica (Division of Educational Documentation and Information), and the Divisão de Aperfeiçoamento do Magistério (Division for Improvement of the Teaching Corps).

The principal documentation centre is the aforementioned

1 DIVISÃO DE DOCUMENTAÇÃO E INFORMAÇÃO PEDAGÓGICA, CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS

Instituto Nacional de Estudos Pedagógicos, Rua Voluntários da Pátria 107, Botafogo, Rio de Janeiro. The division maintains an extensive library and has sections on information and exchanges, audio-visual materials, and bibliography. Its Serviço de Bibliografia edits the *Bibliografia brasileira de educação* [6] and carries on a continuous programme of compiling general and special bibliographies both for publication and for internal reference. The more important of these are noted in the appropriate sections below.

The state centres also have libraries and documentation sections which tend to focus their activities along more specialized regional lines. The principal centres will be found listed in the section on Educational Research.

Reference works

General bibliographies

2 *Bibliografia brasileira*, 1938- . Rio de Janeiro. Annual (irregular).

A cumulative national bibliography which provides a fairly comprehensive record of publication from 1938, but has in recent years been very late in appearing; as of the end of 1960, the last number issued was for 1955. Its dictionary-catalogue arrangement interfiles author, title and subject entries, making for great ease of consultation. For the period prior to 1953, when the *Bibliografia brasileira de educação* [6] began to appear, it is the best guide to titles in the field of education. It includes the publications of commercial publishers, the Government, learned institutions and professional associations.

3 *Boletim bibliográfico*, 1918- . Rio de Janeiro. Semi-annual (frequency varies).

A classified index to books, pamphlets, official documents, prints, music, etc., received by the National Library on legal deposit, this is the current national bibliography of Brazil. It is arranged by decimal classification and gives each item full library cataloguing. Representation of education titles is very good in the 370's. Education biography is entered under 923. There is an author index. In a separate section is a classified directory of periodicals of which the library received an issue during the period indexed. Volume 9, no. 2 (2nd semester, 1959) lists over 100 professional and student journals, giving name, issuing body, address, frequency, date of establishment and subscription price. There is a title index to the periodicals. A further feature of the *Boletim* is a directory of publishers which appears in the number for the second semester of each year. The directory is an alphabetical listing giving the name and address of all publishers whose works are represented in the *Boletim* during the year.

4 *Boletim bibliográfico brasileiro (BBB)*, 1952- . Rio de Janeiro. 11 nos. yearly.

A book-trade publication which contains a list of books issued during the previous month. Its listings are confined mainly to commercial publications with an occasional entry for official materials. Although the number of educational items included in the *BBB* is small, it does have the advantage of listing sooner after publication than any other general or specialized periodical. Entries are under a broad decimal classification. There is a title index which does not cumulate.

5 *Revista do livro*, 1956- . Rio de Janeiro. Quarterly.

A regular part of this journal published by the National Book Institute is the 'Bibliografia brasileira corrente', a decimal-classified index of books published during the previous quarter. Although a few official publications are included, most of the entries are for commercial works. There is an index by both author and title. The *Revista* continues the *Bibliografia brasileira* [2] but is not as wide in scope as that annual or the bulletin of the National Library [3]. It also appears with more delay than the latter. Its chief value is to catch occasional items that may have been missed by the other sources.

Bibliographies of Education

6 *Bibliografia brasileira de educação*, 1953- . Rio de Janeiro. Quarterly.

The most comprehensive and useful guide to printed materials

on education issued in Brazil. It indexes books, periodical articles and official publications in a decimal-classed arrangement. Each entry is fully catalogued and has a short annotation. Every issue is divided into three sections: education as such (the 370 numbers), titles in other areas of the classification but related to education, and textbooks. A table of the classification is provided. There are indexes by subject and author.

- 7 *Education in Brazil*. Paris, Unesco, 1958. 22 p. (*Education abstracts*, vol. X, no. 9).

A bibliography of the more important books, articles and official publications issued in Brazil during the preceding 10 or 15 years; includes a brief survey of the structure of education. There are 105 annotated entries. The bibliography was prepared by the Brazilian Centre of Educational Research at Rio de Janeiro.

- 8 MINISTÉRIO DA EDUCAÇÃO E CULTURA. INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS. CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS. 'Bibliografia sumária de história da educação no Brasil'. In: *Revista brasileira de estudos pedagógicos*, vol. 33, no. 76, 1959, p. [158]-168.

A selective list of references on the history of education in Brazil, presented to the Second Congress of Librarianship (Bahia, 1959).

- 9 ———. ———. *Fontes para o estudo da educação no Brasil*. Rio de Janeiro, 1959-. (Série X, Levantamentos bibliográficos, vol. 1, no. 1-).

The first title issued in this recently inaugurated series is *Bahia, tomo 1, Fontes oficiais*; vol. 2 will review the non-official sources for the history of education in Bahia. Subsequent volumes will be devoted to other states.

See also *Education in Latin America: a partial bibliography* [Venezuela 6].

Terminology

- 10 PROGRAMA DE ASSISTÊNCIA BRASILEIRO-AMERICANO AO ENSINO ELEMENTAR. *Pequeno vocabulário de termos educacionais*. Belo Horizonte, Instituto de Educação, 1958. 31 p.

Legislative and policy documentation

The legal basis for education in Brazil is the Constitution of 1946. Article 5 gives the federal government the power to legislate on the 'patterns and bases of national education'. The remaining provisions relating to education are to be found in Title VI, Chapter 2. Article 167 states that education in the different branches of the system shall be provided by the public authorities, and shall be open to private initiative within the appropriate laws. Article 168 makes primary education compulsory and cost-free to all; beyond the primary level, public education shall be free of cost to those who prove their inability to pay.

Further provisions of Article 168 relate to religious instruction in public schools, to the obligation of certain private industrial, commercial and agricultural enterprises to provide free primary schools for the children of their employees, and to the requirements and rights of teachers in secondary and university level establishments. Article 169 specifies the minimum percentage of annual revenues to be allotted by the federal, state and municipal governments to education. Article 170 gives the federal government the power to organize the national system of education; the federal system shall have a supplementary character, extending to the country as a whole only within strict limits of local inability to provide the needed resources. According to Article 171, the states and the federal district shall organize their own systems of education; the federal government shall act as a financial auxiliary, providing support as needed for primary education from the National Fund created for the purpose in 1942.

Laws on the federal system (including territories) are introduced in the National Congress. State legislatures pass legislation for their own systems, and municipalities regulate their primary schools through the issuing of appropriate ordinances. The pattern of legislation below the national level varies from one locality to another.

General

- 11 NÓBREGA, Vandiék Londrés da. *Enciclopédia da legislação do ensino*. Rio de Janeiro, Jornal do Comércio, 1954. 2 vols.

Vol. 1 is a collection of federal and state laws classified by subject; it includes the relevant parts of the constitutions of Brazil, and some data on education in France and Germany. Vol. 2 includes material omitted from the first volume and devotes considerable space to laws on higher education.

See also *Index to Latin American legislation* [Venezuela 20].

Secondary education

- 12 MINISTÉRIO DA EDUCAÇÃO E CULTURA. SERVIÇO DE DOCUMENTAÇÃO. *Lei orgânica do ensino secundário e legislação complementar*, 2ª ed. Rio de Janeiro, 1955. 420 p. (Coleção documentos).

The organic law on secondary education and supplementary legislative acts from 1942 to 1955.

Higher education

- 13 NEVES, Carlos de Sousa, ed. *Ensino superior no Brasil, legislação e jurisprudência federais*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1954-55. 4 vols.

This compilation co-ordinates and systematizes federal legislation and jurisprudence on higher education currently in force. Analytic and chronological indexes facilitate its use for reference purposes.

Technical education

- 14 MINISTÉRIO DA EDUCAÇÃO E CULTURA. *Legislação do ensino comercial*. Rio de Janeiro, Serviço de Documentação, 1957. 409 p.

The organic law (*Decreto-lei* No. 6.141, of 28 December 1943) and subsequent legislation and regulations on commercial education, with official programmes. There is a subject index.

- 15 MINISTÉRIO DA AGRICULTURA. SUPERINTENDÊNCIA DO ENSINO AGRÍCOLA E VETERINÁRIO. *Lei orgânica do ensino agrícola*. Rio de Janeiro, 1951. 39 p.

The fundamental law on agricultural education under the jurisdiction of the Ministry of Agriculture.

- 16 MINISTÉRIO DA EDUCAÇÃO E CULTURA. DIRETORIA DO ENSINO INDUSTRIAL. *Lei orgânica do ensino industrial e legislação complementar*. Rio de Janeiro, 1956. 233 p.

A collection of legislation comprising the organic law of 1942 and complementary laws up to March of 1956. An appendix contains a directory with addresses of 88 establishments for industrial education. This is supplemented by

- 17 —, —. *Reforma do ensino industrial*. Rio de Janeiro, 1959. 7 p.

Law No. 3.552 of 16 February 1959, which establishes new regulations for the organization and administration of industrial schools.

- 18 —, —. *Regulamento do ensino industrial*. Rio de Janeiro, 1959. 28 p.

The text of the above law, and new regulations in accord with its provisions.

Special aspects

- 19 MINISTÉRIO DA EDUCAÇÃO E CULTURA. DIRETORIA DO ENSINO SECUNDÁRIO. *Fundo nacional do ensino médio*. Rio de Janeiro, Campanha de Aperfeiçoamento e Difusão do Ensino Secundário, 1955. 62 p. (Documentário, no. 5).

Gives the text, with commentary and historical background, of Law No. 2.342 which established the National Fund for Secondary Education.

- 20 BITTENCOURT, Ademar, ed. *Fundos e campanhas educacionais; coletânea de atos oficiais*, vol. 1, 1942 a 1958. [Rio de Janeiro] Ministério da Educação e Cultura, Departamento Nacional de Educação, 1959. 577 p.

A compilation of laws and regulations pertaining to scholarships, grants, educational funds and campaigns from 1942, when the first special fund—that for primary education—was established. Among the campaigns are such important ones

as the CADES, CAPES, CILEME and some twenty others. There are chronological and subject indexes, and many useful notes and commentaries on previous and subsequent legislation relating to each disposition.

Related to the whole area of federal legislation are the Minister of Education's far-reaching proposals for embodying in statutory law a comprehensive statement of the aims and structure of the national system of education. These were first drawn up and transmitted to the President in 1948. They were published with supporting documentation in

- 21 MINISTÉRIO DA EDUCAÇÃO E SAÚDE. *Diretrizes e bases da educação nacional*. Rio de Janeiro, Serviço de Documentação, 1948. 159 p.

In the ensuing period the proposals have been the subject of wide discussion. In 1957 they were actually submitted to the National Congress. The text of the bill was published in *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 33, no. 77, Jan.-March 1960, p. 83-114. This contains the text based on the *Diretrizes e bases*, accompanied by related documents such as the representations of the Comissão de Educação (Commission on Education). A substitute project was submitted by Deputy Carlos Lacerda to the Chamber of Deputies later in the year. This and other emendations were published in

- 22 CÂMARA DOS DEPUTADOS. *Emendas oferecidas ao Projeto n. 2.222-B de 1957, em discussão única, para serem encaminhadas à Comissão de Educação e Cultura*. Rio de Janeiro, 1959. 55 p.

As of mid-1960, the bill had not yet been approved by the legislature.

The text of federal legislation pertaining to education is printed in the official gazette, the *Diário oficial*. The more important legislative and executive acts on education are printed in the section 'Atos oficiais' of the *Revista brasileira de estudos pedagógicos* [67].

Administration of the educational system

Brazil is a constitutional federation of 21 states, 5 territories and 1 federal district. By the Constitution, the states and the federal district have independent educational systems; they are principally responsible for primary and normal education and maintain the appropriate administrative and technical agencies for this purpose. In each state the municipalities also have autonomy in maintaining and administering their educational systems.

The federal system is administered by the technical and administrative divisions of the Ministry of Education and Culture, headed by the Minister, an official of cabinet rank appointed by the President. He is *ex-officio* presiding officer of the advisory Conselho Nacional de Educação (National Education Coun-

cil), which is made up of 16 members also appointed by the President. The Ministry's principal divisions concerned with education as such are: the Departamento Nacional de Educação (National Department of Education); Directorates for Secondary, Higher, Commercial and Industrial Education; the Instituto Nacional de Estudos Pedagógicos (National Institute of Pedagogical Studies); the Instituto Nacional de Cinema Educativo (National Educational Film Institute); the Conselho de Administração do Fundo Nacional do Ensino Médio (Administrative Council for the National Fund for Intermediate Education); the Comissão Nacional do Livro Didático (National Textbook Commission); institutes for the deaf and blind; and 11 national universities.

The financing of education is done on all three governmental levels—federal, state and municipal—as well as by bodies maintaining private establishments. Since 1958 the federal government has allotted 10 per cent of its revenues to education, while the states are required by law to allocate not less than 20 per cent. There exist also the funds for primary and intermediate education with which the federal government assists state and municipalities to meet their educational needs when the cost of these exceeds the available local resources. The government provides limited financial assistance, under close regulation, to some private schools.

In the states the administration of the school system is generally under a Secretary of State for Education appointed by the Governor. Municipalities maintaining primary schools usually operate them through a Directorate of Education.

The federal government has the power to inspect schools, public and private, through its National Department of Education and the Directorates of Secondary, Higher, Commercial and Industrial Education, all of which have a corps of inspectors regularly visiting educational establishments to see that the standards prescribed by federal laws and regulations are met in the schools under their jurisdiction. At the primary level, school inspection is carried out by the inspection departments of the states and towns.

The organizational structure of the federal system of education is highly complex. A radial-type organization chart of the Ministry and its affiliated and dependent agencies is included in

- 23 'Organização do Ministério da Educação e Cultura do Brasil (em 1958)'. In: *Revista Brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 34, no. 80, outubro/dezembro 1960, p. 99-118.

This gives a brief description of each principal subdivision and office and cites the official basis (law, resolution, etc.) for its existence.

The Minister of Education's annual report has not been regularly published for some years. A brief summary of educational developments for the year may be found in the *International yearbook of education* [International sources 5]. See also the annual reports of the secretariats of education in the various states.

Structure and organization

Pre-primary education is not compulsory, and the number of pre-primary schools is not large in proportion to the population of age to attend them. Most of the nursery schools and kindergartens are located in urban centres and are privately operated. They are fairly independent of government regulation in matters of curricula, hours and teaching methods. Nursery schools accept children 3 and 4 years of age, while kindergartens take children of 5 and 6.

Primary education is compulsory from the ages of 7 to 12. The full programme encompasses a four-year elementary course with a fifth supplementary year that is becoming general for urban schools. Most rural schools still offer only a three- or four-year course. For persons over 13 years of age who lack a primary education, the two-year *curso complementar* (complementary course) is available with a flexible programme varying from literacy instruction to advanced study.

Progress to the intermediate level requires a minimum age of 11 years. Instruction is subdivided into numerous branches and levels in keeping with the government's policy of providing educational facilities adapted to the desires, interests, aptitudes and preparation of a student population highly diversified economically and socially. Intermediate education may be academic, commercial, normal, agricultural, military, artistic or theological.

The academic programme is divided into two stages—a first general cycle of four years given in the *ginásio*, and a second cycle of three years imparted in the *colégio*. The latter may be specialized in either science (for higher study in the physical and natural sciences and engineering) or classics (for law, social sciences, letters, etc.). Normal schooling offers the *curso de regentes de ensino* (course for assistant teachers) of four years, a terminal course for rural primary teachers, and an additional three years for urban primary teachers. Completion of the four-year *ginásio* will admit a student to the second cycle of normal

school. Agricultural, military, industrial and commercial education all have seven-year programmes divided into an initial four-year basic cycle followed by three years of technical or specialized study. Artistic education (music and fine arts) comprises a six-year course with one or two years of optional advanced study. Education for the church is given in seminaries and is equivalent to regular secondary studies. Terminal three-year programmes in social service and nursing are available to students who have completed the *ginásio*.

Higher education, including higher normal training, is provided in the federal, state and private universities and in religious institutions. Access to this level is through diplomas or certificates of completion of secondary studies, and qualifying entrance examinations.

General

- 24 FAUST, Augustus F. *Brazil: education in an expanding economy*. Washington, U.S. Department of Health, Education and Welfare, Office of Education, 1959. 142 p. (Bulletin 1959, no. 13).

Professor Faust, of the University of Utah, surveys the entire educational system under the headings of organization, problems and practices in elementary education, general secondary education, training for commerce and industry, higher education, specialized schools, the teaching profession, and international programmes. There are numerous statistical tables and a bibliography of both English- and Portuguese-language works.

- 25 MOREIRA, J. Roberto. *Educação e desenvolvimento no Brasil*. Rio de Janeiro, 1960. 298 p. (Centro Latino-Americano de Pesquisas em Ciências Sociais. Publicação, no. 12).

This study traces the educational implications of Brazil's social and economic development. The last third of the book examines the present role of the federal government in administering the system at the various levels, problems of primary schools, and the political implications of educational reform.

State systems of education

In 1955 the Instituto Nacional de Estudos Pedagógicos began a series of studies of the educational systems of Brazil's states. Each study, written by a specialist in the area concerned, presents an historical review of the development of education in the state and describes in detail the present system of administering, financing and supervising state, municipal and private education. The studies deal frankly and objectively with problems and deficiencies where they exist, and usually conclude with a series of recommendations for measures to be taken for the solution

of these difficulties. Monographs in the series are listed below. Descriptive annotations on these titles will be found in the section 'Educational administration' in *Education in Brazil* [7].

- 26 ABREU, Jaime. *O sistema educacional fluminense*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1955. 371 p. (Publicação, no. 6).
- 27 MOREIRA, J. Roberto. *A educação em Sta. Catarina*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1954. 103 p. (Publicação, no. 2).
- 28 ——. *A escola elementar e a formação de professores no Rio Grande do Sul*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1954. 317 p. (Publicação, no. 5).
- 29 PILOTO, Erasmo. *A educação no Paraná, síntese sobre o ensino público elementar*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1954. 128 p. (Publicação, no. 3).
- 30 SOUSA, Joaquim Moreira de. *Estudo sobre Ceará*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1955. 250 p. (Publicação, no. 8).

Two special studies on the educational system of São Paulo are:

- 31 MASCARO, Carlos Correia. *Problemas educacionais do Município de São Paulo*. São Paulo, Universidade de São Paulo, 1957. 32 p. (Cadernos da Faculdade de Filosofia, Ciências e Letras, no. 11).

After a series of general considerations, this study proceeds to the problems of the municipal school system, chief of which are an acute shortage of schools and doctors. It presents a priority five-point programme for meeting the situation which includes permanent assistance from the federal government.

- 32 ——. *O município de São Paulo e o ensino primário; ensaio de administração escolar*. São Paulo, Universidade de São Paulo, 1960. 397 p. (Boletim da Faculdade de Filosofia, Ciências e Letras, no. 211. Administração escolar e educação comparada, no. 5).

An extension of and complement to the work immediately below, here treating in detail problems of finance and administration of primary education in the city of São Paulo. Dr. Mascaro is professor of school administration and comparative education at the University of São Paulo.

- 33 ——. *Município e ensino no Estado de São Paulo*. São Paulo, Universidade de São Paulo, 1958. 308 p. (Boletim da Faculdade de Filosofia, Ciências e Letras, no. 242. Administração escolar e educação comparada, no. 4).

Using the cities and towns of the state of São Paulo as a base, this analytic study is primarily concerned with the financing of education on the municipal level. It advocates a programme of increased responsibility on the local level for the administration and planning of primary schooling.

Primary education

- 34 ALMEIDA, A., Jr. *E a escola primária?* São Paulo, Editora Nacional, 1959. 295 p. (Biblioteca Pedagógica Brasileira. Série 3: Atualidades pedagógicas, vol. 72).

A collection of essays, articles, addresses and reports by an eminent educator, most of them dealing with aspects of primary education. The failure of elementary schools to achieve their aims is laid to a variety of factors, among them truancy, lack of enough schools, a want of competent teachers, and public disinterest. He also touches on problems of illiteracy, school administration, automatic promotion, teacher training, and educational planning.

- 35 CAMPOS, Paulo de Almeida. 'A escola elementar brasileira e o seu magistério, tentativa de caracterização generalizada'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 26, no. 64, 1956, p. 94-131.

See *Education in Brazil* [7], p. 15, for an annotation on this title,

- 36 MOREIRA, J. Roberto. 'A escola primária brasileira'. In: *Educação e ciências sociais* (Rio de Janeiro), vol. 2, no. 6, Nov. 1957, p. 133-84.

An analysis of the state of primary education, in which the author points out the defects of its organization, especially with respect to teacher training. He advocates a reorientation of primary education based on an effort to give a new aspect, a new content, and a new direction to the education of teachers.

- 37 ——. *Introdução ao estudo do currículo da escola primária*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1955. 218 p. (Campanha de Inquéritos e Levantamentos do Ensino Médio e Elementar. Publicação, no. 7).

A critical exposition of factors which influence the primary curriculum, with special reference to their impact on the historical evolution of Brazil's schools. There are many technical suggestions for the construction of curricula.

See also *Bibliografía de la educación primaria* [Venezuela 28].

Secondary education

- 38 ABREU, Jaime. *O ensino secundário no Brasil*. Rio de Janeiro, Instituto Nacional de Estudos Pedagógicos, 1955. 155 p.

This work is a contribution to the Second Inter-American Seminar on Secondary Education held in Santiago, Chile, from 29 December 1954 to 29 January 1955. It covers five themes set by the organizing commission of the seminar: nature and objectives of secondary education, organization and administration, curricula, teaching methods, and the teaching staff. See *Education in Brazil*, [7] p. 16, for a summary of contents.

- 39 TEIXEIRA, Anísio. 'A escola secundária em transformação; palestra realizada no Seminário de Inspectores de Ensino Secundário'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 21, no. 53, 1954, p. 3-20.

A plea for a less academic and more practical programme of secondary education, one which will prepare the student for living, working and producing. The author advocates an intensification of technical training, with its implied need for better methods of student guidance.

Higher education

- 40 ALMEIDA, A. Jr. *Problemas do ensino superior*. São Paulo, Ed. Nacional, 1956. 505 p. (Biblioteca Pedagógica Brasileira. Série 3: Atualidades pedagógicas, vol. 65).

See *Education in Brazil* [7], p. 18, for a description of contents.

- 41 CAMPANHA NACIONAL DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL SUPERIOR. *Estabelecimentos de ensino superior*. Rio de Janeiro, 1960. 267 p. (Série informação, 7).

Previous editions appeared in 1954, 1955, 1956 and 1958. This is primarily a directory of institutions of higher learning and a complete roster of their professional teaching staffs. These are preceded by brief sections of current statistics on number of institutions and enrolment by field of study, courses offered, and students graduated (by faculty or school and subject). The directory of establishments has a geographical arrangement. The entry supplies the name, address, date of founding and name of director. Part V comprises the staff roster, listed under the institution or faculty and indicating speciality and rank. There are no indexes.

Technical education

- 42 OLIVEIRA, Ernesto Luiz de, Jr. *Ensino técnico e desenvolvimento*, 2ª ed. Rio de Janeiro, Ministério da Educação e Cultura, Instituto Superior de Estudos Brasileiros, 1959. 110 p. (Textos brasileiros de pedagogia, 1).

- 43 SÁ, Paulo. *O ensino de engenharia no Brasil, inquérito realizado pela Associação Brasileira de Normas Técnicas para a Campanha Nacional de Aperfeiçoamento de Pessoal de Nível Superior*. Rio de Janeiro, Associação Brasileira de Normas Técnicas, 1955. 2 vols.

A detailed study on the situation of engineering education, comprising the results of almost 1,500 interviews with students and professors in Brazil's engineering schools, and providing a general panorama of this branch of learning.

- 44 *Secondary technical and vocational education in underdeveloped countries*. Paris, Unesco, 1959. 34 p. (Educational studies and documents, 33).

A discussion of provisions for technical and vocational education for the 12 to 18 age group in Brazil, Ghana and the Philippines. The section on Brazil comprises p. 9-16 and deals with problems of financing, curricula, industry demand for trained personnel, the relation of apprenticeship methods to formal instruction programmes, and co-ordination between governments and industry.

- 45 Ware, George W.; RODRIGUES, Lincoln Monteiro. *Relatório sobre as escolas de agronomia e veterinária do Brasil*. Rio de Janeiro, Escritório Técnico de Agricultura, 1955. 49 p. (Monografia, no. 1).

A résumé of the activities of the twelve agricultural and eight veterinary schools of higher education in Brazil. It seeks to collect data on administration, student body, physical plant, programmes, and so on, as a basis for reform of these institutions to make them more responsive to their real functions and objectives.

Teachers and their training

- 46 ALMEIDA, A. Jr. *Palestra no curso de aperfeiçoamento de professores, organizado em São Paulo pela Campanha de Aperfeiçoamento e Difusão do Ensino Secundário*. Rio de Janeiro, Diretoria do Ensino Secundário, 1954. 16 p. (Documentário, no. 2).

A study of the changing character of secondary education in the past 100 years. The salient point is a change in emphasis from the training of an elite to the education of the less-favoured masses. The author proposes further reform of the system and pleads for more liberal attitudes on the part of teachers, parents, students and educational officials.

- 47 CALDEIRA, Eni. 'O problema da formação dos professores primários'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 26, no. 64, 1956, p. 28-43.

Based on extensive documentation made by international bodies on the problem of primary teacher training, this article studies the situation of Brazilian normal schools, whose functioning and prestige he feels are incommensurate with their mission. He offers a series of recommendations for the improvement of normal training in Brazil.

- 48 FREIRE, Gilberto. *Em torno da situação do professor no Brasil*. Recife, Secretaria de Educação e Cultura, 1956. 28 p. (Cadernos de Pernambuco, no. 3).

The eminent sociologist Freyre (original spelling) first wrote this essay in English for the *Yearbook of education*, 1953¹ (p. 534-40). It describes the present situation of the Brazilian teacher and provides what is, in the author's opinion, the basis for a possible historic-sociological study of the role of the teacher today in contrast to this position during the colonial and imperial periods.

- 49 LOURENÇO FILHO, M. B. 'A formação do professorado primário'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 23, no. 57, 1955, p. 42-51.

A short study of teacher training in Brazil, tracing its beginnings and the reforms it has undergone within the general organization of education.

- 50 ——. 'Preparação do pessoal docente para escolas primárias rurais'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 20, no. 52, 1956, p. 61-104.

A description of programmes for the training of rural primary teachers, using two recent experiments in special training as examples of the improvement which is needed to overcome such handicaps as dispersed population and lack of resources which have impeded the development of rural schools.

- 51 MINISTÉRIO DA EDUCAÇÃO E CULTURA. DIRETORIA DO ENSINO COMERCIAL. *Curso de orientação pedagógica para professores de ensino comercial*. Rio de Janeiro, 1957. 139 p.

A series of lectures on the general aims of commercial education, its psychology, and recommended teaching methods.

[See also Ecuador 30.]

Rural and fundamental education

- 52 LEÃO, A. Carneiro. *A sociedade rural, seus problemas e sua educação*. Rio de Janeiro, Noite, s.d. 368 p.

Divided into four parts: the first examines the many problems to be solved in rural areas; the second stresses the need to know the cultural area in order to take educational measures in accord with the diverse regional conditions of the country; this is followed by an examination of rural education abroad and in Brazil; the book ends with a study of the factors which contribute to an effective system of rural education.

- 53 MINISTÉRIO DA AGRICULTURA. *Missões rurais de educação; a experiência de Itaperuna, uma tentativa de organização da comunidade*. Rio de Janeiro, Serviço de Informação Agrícola, 1952. 200 p. (Estudos brasileiros, no. 3).

The result of a recommendation of the International Seminar on Adult Education held at Petrópolis in 1949. The locality of Itaperuna was selected as the subject of a study on fundamental education in a rural community. This work is a report to the Ministers of Agriculture and Education on the rehabilitation and development of the community through the work of special education missions.

- 54 MINISTÉRIO DA EDUCAÇÃO E CULTURA. *Plano piloto de erradicação de analfabetismo*. Rio de Janeiro, 1958. 10 p.

Presents the objectives, experimental working plan and organization of the national campaign against illiteracy which is the responsibility of the Ministry.

1. For a description of the *Yearbook of education*, see United Kingdom 146.

- 55 MOREIRA, J. Roberto. 'Educação rura, e educação de base'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 28, no. 67, Julho-Set. 1957, p. 87-143.

A study of the socio-economic factors in rural education, such as the abolition of slavery, the proclamation of the Republic, formation of capital cities, etc. It outlines the conditions of educational planning for rural areas, the role of the rural primary school, and its relation to community organization as a whole.

- 56 RIOS, José Artur. 'A CNER, uma experiência em administração pública'. In: *Revista do serviço público* (Rio de Janeiro), vol. 71, no. 2, 1956, p. 299-319.

An account of the history of the Campanha Nacional de Educação Rural (National Rural Education Campaign), whose object is the introduction of modern techniques of fundamental education. It describes in detail the work of the campaign, evaluates its success in specific areas, and analyses the causes of the failure of the CNER to maintain its initial momentum.

- 57 'Segundo Congresso Nacional de Educação de Adultos'. In: *Revista brasileira de estudos pedagógicos* (Rio de Janeiro), vol. 30, no. 71, Julho-Dez. 1958, p. 81-9.

Text of resolution passed by delegates to the Second National Congress on Adult Education, proposing a re-examination of the entire question of fundamental education and the formation of a general co-operative plan which will co-ordinate the work of all state and para-state agencies in this sphere.

- 58 SILVA, Ruth Ivoty Torres da. *A escola primária rural*. Rio de Janeiro, Editôra Globo, 1952. 289 p.

Special groups

- 59 RIOS, José Artur. *A educação dos grupos*. Rio de Janeiro, Serviço Nacional de Educação Sanitária, 1954. 312 p.

A study of the methods and principles which should govern the training of administrators, social workers, teachers, hygienists, agronomists, and so on.

Educational studies and research

The chief agencies for educational research are official and semi-official bodies linked to the formal educational system. The co-ordinating centre is the National Institute of Educational Studies (Instituto Nacional de Estudos Pedagógicos, INEP), one of whose dependencies is the Brazilian Centre of Educational Research (Centro Brasileiro de Pesquisas Educacionais, CBPE), of which the address is given above [1].

An account of the CBPE's foundation, structure, functions and programmes may be found in

- 60 HUTCHINSON, Bertram. 'The Brazilian Center of Educational Research'. In: *International social science bulletin* (Paris, Unesco), vol. 8, no. 4, 1956, p. 663-7.

As noted previously, the CBPE has regional affiliated centres in several of the states:

- 61 Centro Regional de Pesquisas Educacionais, av. São Lázaro, 197, Caixa postal, 954, Salvador, Bahia.
 62 Centro Regional de Pesquisas Educacionais, Caixa postal, 2444, Belo Horizonte, Minas Gerais.
 63 Centro Regional de Pesquisas Educacionais do Recife, Instituto Joaquim Nabuco, av. 17 de Agosto, 2187, Recife, Pernambuco.
 64 Centro de Pesquisas e Orientação Educacionais, rua Sarmiento Leite, Pôrto Alegre, Rio Grande do Sul.
 65 Centro Regional de Pesquisas Educacionais de São Paulo, Caixa postal, 5031, São Paulo, S.P.

The objectives of these centres are set forth in Decree No. 38,460 of 28 December 1955, as follows: (a) research on cultural and educational conditions and on the development of each region and Brazilian society as a whole, in order gradually to formulate an educational policy for the country; (b) plans, recommendations and suggestions for the educational revision and reconstruction, in each region, of primary, secondary, higher, and adult education; (c) elaboration of source books and textbooks, of materials for classrooms and special studies, on school administration, construction of curricula, educational psychology, philosophy of education, educational measurement, preparation of teachers, etc., with the aim of developing the teaching profession; (d) training and providing for better qualification of school administrators, educational counsellors, educational specialists, normal school teachers and primary school instructors.

A concise and useful summary of the organization, programmes and publications of these centres is given in

- 66 UNIÓN PANAMERICANA. DEPARTAMENTO DE ASUNTOS CULTURALES. DIVISIÓN DE EDUCACIÓN. SERVICIO DE DOCUMENTACIÓN E INFORMACIÓN. *Instituciones brasileñas de investigación educacional*. Washington, 1960. 16 p. (La Educación en América. Serie de información. Boletín 1960, A/1). Processed.

Also engaged in research are private agencies such as the National Service for Commercial Training (Serviço Nacional de Aprendizagem Comercial, SENAC) and the National Service for Industrial Training (Serviço Nacional de Aprendizagem Industrial, SENAI), both of which are concerned with studying national needs for skilled and semi-skilled workers and developing experimental and practical programmes of formal and in-service training.

Research is also carried out by the education departments of universities, by normal schools and by teaching establishments at all levels. These are primarily concerned with problems of curriculum content, teaching methods, performance evaluation and educational psychology.

The results of these many currents of research and experiment are to be found in the official and professional journals, government reports, and commercially-published monographs. The best source for locating these materials is the *Bibliografia brasileira de educação* [6].

The most useful of the professional journals for research is the

- 67 *Revista brasileira de estudos pedagógicos*, 1944- . Rio de Janeiro. Quarterly.

Presents original articles and summaries of research on a wide variety of technical subjects related to education. A cumulative subject, author and title index to the *Revista's* first 14 years has been published as

- 68 MINISTÉRIO DE EDUCAÇÃO E CULTURA. INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS. *Catálogo da Revista brasileira de estudos pedagógicos*, do no. 1, vol. 1 (julho 1944) ao no. 70, vol. XXIX (abril-junho 1958). Rio de Janeiro, 1959. 263 p.

For a listing of research centres, consult

- 69 CAMPANHA NACIONAL DE APERFEIÇOAMENTO DE PESSOAL DE NÍVEL SUPERIOR. *Instituições de pesquisa (básica e aplicada)*. [Rio de Janeiro] CAPES, 1957. 337 p. (Série informação, 5).

A directory of research institutes, services, centres, laboratories, and university departments which regularly engage in basic and applied research in the physical, natural and social sciences. Research bodies are listed geographically by state and territory, and again by field of research. The entry gives name, address, permanent staff and specialization. There is an index of researchers arranged by specialty.

A more comprehensive list specifically in the field of education has been compiled by the CBPE [1]. It has not been issued except in typescript form.

The INEP's publications in the textbook field are issued in the series

- 70 MINISTÉRIO DA EDUCAÇÃO E CULTURA. INSTITUTO NACIONAL DE ESTUDOS PEDAGÓGICOS. CAMPANHA DO LIVRO DIDÁTICO E MANUAIS DO ENSINO. *Coleção guias de ensino e livros de texto*, vol. 1- . Rio de Janeiro, 195? - . Irregular.

The clearing house for information on audio-visual materials is the audio-visual section of the federal documentation centre [1]. Requests may be addressed to the section.

Textbooks and instructional materials

The production, authorization and use of textbooks are regulated by Decree-law No. 8.460 of 26 December 1945. All textbooks must conform to the instructional requirements of the official programmes of study, but the use of a specific textbook is not imposed. To be officially adopted, a text must be submitted for approval to the Comissão Nacional do Livro Didático (National Textbook Commission) of the Ministry of Education. If approval is granted, the book is added to the authorized list which is published twice yearly in the official gazette, the *Diário oficial*. There is no specific time-limit for review and re-evaluation of previously adopted texts, although the commission may rescind approval if a work becomes badly out of date or unacceptable changes appear in reprintings or revisions. Generally a book remains in use for 10 or 15 years.

Although many texts and reference works have been compiled and distributed by the Ministry though the INEP and the National Campaign for Educational Materials of the Department of National Education, most books which are destined for school use are privately written and commercially published. Laws designed to keep prices at a reasonable level are in effect, but the highly competitive nature of the market in itself serves to keep the margin between cost and sale price low. Save in cases of demonstrated need, the cost of textbooks is borne by the student. Except for readers, textbooks are not widely used at the primary level.

Textbooks are regularly listed in all of the regular bibliographic indexes in the sections for primary school texts and usually under subject classification for the higher grades. Publishers who specialize in school materials issue catalogues from time to time, and they further make their publications known through advertisements in the educational journals.

A retrospective list of officially approved texts may be found in

- 71 COMISSÃO NACIONAL DO LIVRO DIDÁTICO. 'Relação dos livros autorizados de 1941 ao 2. semestre de 1958; Relação dos livros autorizados em 1958'. *Diário oficial* (Rio de Janeiro), suplemento ao no. 40, 19 fevereiro 1959, 40 p.

Education associations

Education associations may be freely created by any interested persons or groups. Beyond the usual constitutional and statutory rights of association,

there are no official or legal dispositions specifically relating to their formation or operation.

Many of the older associations were originally established to exercise protective and welfare functions for their members; with the development of officially administered social security agencies and unions of professional workers, the associations' former objectives were by and large superseded. As a consequence, the tendency has been for the associations to concentrate on technical and cultural matters pertaining to their particular level or type of educational specialization.

The bases for education associations are various. Some are purely cultural and promotional; others have research interests; many are organized on a city, state, or national basis, and there are numerous federations and loose affiliations. There are several associations of directors of types of schools, and some groups are organized on denominational lines.

The CBPE [1] maintains a file of education associations and can supply current lists on request.

Educational journals

Journals on education may be classified, according to their sponsoring entity, as official, those issued by government agencies, or as private, those published by professional associations, private educational and cultural establishments, or commercial publishers.

The CBPE [1] has compiled a directory of educational journals which served as the basis for the Brazilian section of the *International list of educational periodicals* [International sources 3]. The directory is maintained up to date in card form. A serviceable guide to the most important journals is provided by the list of periodicals analysed which appears in each issue of the *Bibliografia brasileira de educação*. A more extensive list is given in the *Boletim bibliográfico* of the National Library [3].

Educational statistics

The national statistical system is co-ordinated and regulated by the Brazilian Institute of Geography and Statistics (Instituto Brasileiro de Geografia e Estatística, IBGE) whose policy and planning body is the National Council of Statistics. The General Assembly of the Council is a representative group made up of delegates from federal, state and quasi-official and independent affiliated entities.

Educational statistics are integrated into the na-

tional system through federal and regional agencies. The focal point is the Service of Educational and Cultural Statistics (Serviço de Estatística da Educação e Cultura) of the Ministry of Education and Health, which collects statistics relating to all levels and types of education. Direct responsibility for statistics on non-specialized primary schools is held by the statistical sections of the state, and, in the case of larger cities, local departments of education, all of whom forward the information to the Ministry. Compilations, synopses and abstracts of educational statistics may be published by the Ministry or by the IBGE. Most of the states also publish statistics pertaining to their own educational systems. These frequently appear in the state's statistical yearbook.

Statistical periodicals

- 72 INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA. *Anuário estatístico do Brasil*, 1916- . Rio de Janeiro. Annual.

The section on education (about 50 p.) has tables for all grades and levels on number of schools, teachers, enrolment, attendance, promotions and graduations. There are usually some comparative tables for earlier years. Also included are figures for libraries, museums, and other cultural institutions.

- 73 *Boletim estatístico*, 1943- . Rio de Janeiro. Quarterly. Published by the IBGE. Not all numbers include educational statistics, but there are tables from time to time. The information usually appears later in the *Anuário* [72].

- 74 *Boletim informativo*, 1952- . Rio de Janeiro. Monthly. Published by the Campanha Nacional de Aperfeiçoamento de Pessoal de Nível Superior, an agency of the Ministry of Education. It regularly presents statistical data on teachers and teacher training for the higher instructional levels.

- 75 MINISTÉRIO DA EDUCAÇÃO E CULTURA. SERVIÇO DE ESTATÍSTICA DA EDUCAÇÃO E CULTURA. *O ensino no Brasil*, 1933- . Rio de Janeiro. Irregular.

A very detailed compilation of official statistics. Editions are issued at irregular intervals, covering varying periods (e.g., 1947, 1948-50, 1951-54, 1955 and 1956). For each period there are two volumes, one on primary and the other on post-primary education. The data are presented by state or federal territory, divided by type and level of study. Principal data given are number of establishments, teachers, enrolment, attendance and graduations.

- 76 ——. *Estatística das despesas com o ensino e a cultura*. Rio de Janeiro. Annual.

Collects the statistics of federal and state public expenditures for education and culture. The information is by state and by type of expenditure, i.e., maintenance and operational costs, subsidies, personnel, goods and services, and miscellaneous costs.

- 77 ——. *Sinopse estatística do ensino primário fundamental comum*. Rio de Janeiro. Annual. Processed.

A brief statistical résumé of general primary schools, giving enrolment, teachers, number of schools, percentages of increases, relative figures for federal, state, municipal and private schools.

- 78 ———. ———. *Estatística do ensino médio por municípios. Rio de Janeiro, IBGE. Annual (irregular).*

Statistics on secondary education given by states and municipalities. Data on enrolment and attendances, teachers, promotions and graduations.

- 79 *Sinopse estatística do ensino médio. Rio de Janeiro, IBGE. Annual.*

Résumé of general, normal, industrial, commercial and agricultural education, by level and administrative dependency. Includes information on enrolment and attendances, teachers, promotions, etc., specified by type of instruction.

- 80 MINISTÉRIO DA EDUCAÇÃO E CULTURA. SERVIÇO DE ESTATÍSTICA DA EDUCAÇÃO E CULTURA. *Sinopse estatística do ensino superior, 1954- . Rio de Janeiro.*

Statistics on higher education, presented in six parts. Part 1 is a résumé of establishments, instructional units, teachers, initial enrolment and completion of course, divided by field of study and state; parts 2-6 give more detailed tables of distribution for the foregoing categories.

- 81 ———. ———. *Sinopse regional do ensino primário fundamental comum, dados retrospectivos, 1940-57. Rio de Janeiro, Instituto Brasileiro de Geografia e Estatística, 1959. 141 p.*

Principal results of basic primary education for 1940-57, presented by state or district. This gives figures on schools, teachers, students, promotions and graduations. Data for teachers and students are divided by sex.

- 82 ———. ———. *Sinopse retrospectiva do ensino no Brasil, principais aspectos estatísticos do ensino primário, 1871/1956. Rio de Janeiro, 1956. 11 p.*

Condensed tables on numbers of schools, teachers, enrolment, attendance, promotions and completion of studies for pre-primary, primary and complementary pre-vocational and vocational instruction, divided by type of school (federal, state, municipal or private) and sex where appropriate. The title is somewhat misleading, since except for one on schools and enrolment, none of the tables goes back beyond 1933.

- 83 MINISTÉRIO DA EDUCAÇÃO E CULTURA. SERVIÇO DE ESTATÍSTICA DA EDUCAÇÃO E CULTURA. *Sinopse retrospectiva do ensino no Brasil 1953/1958, principais aspectos estatísticos do ensino extraprimário. Rio de Janeiro, 1959. 13 p. Processed.*

Comparative tables for 1953-58 for secondary and higher education, presented by level and type of instruction, further divided by year for the entire country, with no regional sub-division.

Data includes number of establishments, teachers, students enrolled, average of attendance, promotions, and completion of studies.

Education biography

- 84 *Quem é quem no Brasil*, biografias contemporâneas, 1948- . São Paulo, Sociedade Brasileira de Expansão Comercial. Irregular.

A new volume of this 'who's who' appears every two or three years. It includes 30- to 50-line biographies, often with portraits, of persons in public life. A few prominent names are carried over in succeeding editions, but generally the duplication of biographies is small. The arrangement varies from volume to volume: no. 1 has 23 fascicles with as many alphabets; nos. 2, 3 and 5 have a single name alphabet; no. 4 is arranged by professional category (for educators see 'Vida cultural' and 'Profissões liberais'). Vols. 2-5 each have an index by last name of biographies.

See also the *Boletim bibliográfico* [3] and the entries under decimal classification 370.9 in the *Bibliografia brasileira de educação* [6], as well as in *Estabelecimentos de ensino superior* [41].

Education libraries and museums

- 85 CONSELHO NACIONAL DE PESQUISAS. INSTITUTO BRASILEIRO DE BIBLIOGRAFIA E DOCUMENTAÇÃO. *Bibliotecas especializadas brasileiras, guia para intercâmbio bibliográfico*; edição preliminar. Rio de Janeiro, 1961. 174 p.

A directory of specialized libraries and collections, arranged under subject headings corresponding to the decimal classification. Under 370 are listed nine libraries having strong collections in education. Most of them are attached to federal or state departments of education. Information supplied includes name, address, director, date of foundation, hours of service, number of volumes and periodical titles, classification system, functions and services available.

- 86 MINISTÉRIO DA EDUCAÇÃO E CULTURA. INSTITUTO NACIONAL DO LIVRO. *Guia das bibliotecas brasileiras*, 3ª ed. Rio de Janeiro, 1955. 676 p.

- 87 HOLLANDA, Guy de. *Recursos educativos dos museus brasileiros. Rio de Janeiro, Centro Brasileiro de Pesquisas Educacionais, 1958. 271 p.*

A directory of 164 museums, giving address, functions, directors, hours of service and other information on the history, endowment and organization of each institution, together with an indication of its special field of interest and high points of collections. There are name and subject indexes.

Reference works

- 1 *Bălgarski knigopis*¹ (Bulgarian bibliographical bulletin). Sofija, Bălgarski Bibliografski Institut, 1897- . Monthly.

This current Bulgarian bibliography also includes new publications relating to education and instruction, classified in accordance with a special system. Each year a general index of authors' names, joint authors and titles of anonymous publications is included in issue no. 12 of the bibliography.

- 2 *Letopis na periodičnija pečat* (Periodicals bulletin). Sofija, Bălgarski Bibliografski Institut, 1952- . Monthly.

Annotated bibliography covering articles appearing in 313 Bulgarian periodicals, newspapers, collections and yearbooks and classified in accordance with a special system. Each year a general index of names and a list of sources is appended to issue no. 12 of this periodical publication.

- 3 VASILEJA, Julija. *Bibliografija na izdanijata na Sofijskija daržaven universitet. 1947-1955* (Bibliography of publications of the State University of Sofia). Sofija, Nauka i izkustvo, 1956. 108 p.

This bibliography of books and papers, published by the State University of Sofia, includes an index of subject headings. The publications of the State University of Sofia for the period 1904-42 are covered by the *Bibliografija na Sofijskija universitet* (Bibliography of publications of the University of Sofia) (A. S. Kovačev. Sofija, 1943. 367 p.) which also includes an index of subject headings.

- 4 *Katalog na izdanijata na BAN* (Catalogue of publications of the Bulgarian Academy of Sciences). Sofija, Bălgarskata Akademija na Naukite. I. 1870-1944. 1956. 104 p.; II. 1944-1955. 1958. 212 p.; III. 1956-1957. 1958. 123 p.; IV. 1958. 1959. 88 p.

Annotated bibliography of the publications of the Bulgarian Academy of Science, covering books, individual articles and periodicals, classified by subject matter. The academy's publications for the period 1869-1953 are also included in the annotated bibliography.

- 5 ŠABEVA, Emilija; STANČEVA, Marija. *Opis na izdanijata na BAN* (List of publications of the Bulgarian Academy of Sciences). Sofija, 1956. XXII, 538 p. An index of subject headings is appended.

- 6 *Katalog na 'Narodna prosveta' 1960* (Catalogue of the State Printing Press Narodna prosveta). Sofija, Narodna prosveta, 1960. 68 p.

Catalogue of educational literature published by the above firm. It is issued periodically.

- 7 *Abstracts of Bulgarian scientific literature. Philosophy and pedagogics*. Sofia, Bulgarian Academy of Sciences (BAN), Central Library, Department of Scientific and Technical Information and Documentation, 1958- .

A periodical bulletin containing reviews of books and of articles published in collections and periodicals dealing with philosophy and education.

- 8 *Bălgarski muzikalen knigopis* (Bibliographical bulletin of music). Sofija, Bălgarski Bibliografski Institut, 1958- . Quarterly.

Bibliography of new publications (books, articles and memoranda) dealing with music and musical education classified in accordance with a special system. A general index of names and a list of sources is appended to issue no. 4, at the end of each year.

- 9 *Bjuletin na Ministerstvoto na prosvetata i kulturata* (Bulletin of the Ministry of Education and Culture). Sofija, Ministerstvo na Prosvetata i Kulturata, 1957- . Monthly.

This bulletin includes information on educational legislation. It contains recent decrees published by the Central Committee of the Bulgarian Communist Party and the Council of Ministers, the rules and regulations laid down by this council, together with the instructions, orders, etc. issued by the Ministry of Education and Culture on the subject of education and instruction.

Legislative and policy documentation

- 10 *Konstitucija na N.R. Bălgarija* (Constitution of the People's Republic of Bulgaria). Sofija, 1949. 36 p. (Dăržaven vestnik, 284, 6 dekemvri 1947).

The legislative provisions governing public education in the People's Republic of Bulgaria are set forth in Article 79 of the Constitution, which confers on citizens the right to instruction and education, defines the means of translating this right into practice, and emphasizes the democratic, progressive and non-denominational character of education; it stipulates that all types of schools throughout the country belong to the State.

- 11 *Zakon za narodnata prosveta* (Law on public education). Sofija, 1948. 36 p. (Dăržaven vestnik, br. 218, 17 sept. 1948). Offprint.

This is the first law on public education framed on the basis of socialist concepts. It covers questions relating to all schools in Bulgaria (general and vocational schools), with the exception of the country's higher educational establishments.

- 12 'Ukaz za narodnata prosveta' (Decree on public education). *Izvestija na Prezidiuma na Narodnoto Săbranie*, br. 90, 9 noemvri 1954.

This decree covers matters relating to pre-primary education, all levels of general schooling and education institutes.

- 13 *Zakon za po-tjasna vrăzka na učilišteto s života i za po-natatašno razvitie na obrazovanieto v N.R. Bălgarija* (Law to establish closer ties between the school and daily life and for the further development of education in Bulgaria). Sofija, 1959. 56 p. (*Izvestija na Prezidiuma na Narodnoto Săbranie*, br. 54, 7 juli 1959). Offprint.

This law deals with ways and means of establishing closer ties between all types of schools and socially useful work.

1. For transliteration of Cyrillic into Latin characters, ISO Recommendation R9 of September 1954 has been followed in general.

- 14 *Zakon za višeto obrazovanie* (Law on higher education). Sofija, 1958. 15 p. (*Izvestija na Prezidiuma na Narodnoto Săbranie*, br. 12, 11 februar 1958). Offprint.

This law deals with the system of organization and administration of all higher educational establishments.

- 15 '*Zakon za narodnite săveti*' (Law on the people's councils). *Izvestija na Prezidiuma na Narodnoto Săbranie*, br. 95, 27 noemvri 1951.

According to the provisions of this law, the people's councils are responsible for the promotion of education, culture and public health; they take all social and cultural action calculated to raise the material and cultural level of the population.

- 16 *Sbornik postanovlenija i razporeždanija na Ministerstskija săvet na Narodna Republika Bălgarija* (Collection of orders and provisions set forth by the Council of Ministers in the People's Republic of Bulgaria). Sofija, 1949-. Monthly.

- 17 *Sbornik zakoni, ukazi, postanovlenija na Ministerskija săvet, pravilnici, naredbi, instrukcii, zapovedi i dr. po narodnata prosveta* (Collection of laws, decrees and orders of the Council of Ministers—rules, instructions, ordinances, orders, etc.—in public education). Sofija, Ministerstvo na Prosvetata i Kulturata, 1956. 852 p.

[See also 9.]

Administration of the educational system

The Council of Ministers is the supreme authority in the field of education and instruction. It publishes rules and regulations governing public education, in accordance with the laws and decrees in force.

The Ministry of Education and Culture is the body which discharges the State's functions in this field. This Ministry is responsible for the organization, administration and educational control of schools throughout the country. It prepares all the basic documents such as curricula, regulations and instructions.

Local control of education is in the hands of the people's councils, which are elected on a territorial basis. The *prosveta i kultura* (education and culture) sections attached to these councils handle any special questions arising in the field of education. Their instructions are laid down in basic documents prepared by the Council of Ministers or the Ministry of Education and Culture. These sections exercise local control over all educational work in all types of schools and other educational establishments in their particular administrative unit. Only higher educational establishments are excluded from their jurisdiction.

The education and culture sections attached to the provincial councils come under the authority of the provincial executive committees and are also subordinate to the Ministry of Education and Culture.

The principal of each particular school, assisted by a council of teachers, directs all the work of the school in his charge. He is personally responsible for the educational work and for the general and financial administration of the school.

- 18 '*Pravilnik za ustrojstvoto i rabotata na Ministerstvoto na Prosvetata i Kulturata*' (Regulation on the organization and work of the Ministry of Education and Culture). *Bjuletin na Ministerstvoto* . . . , br. 3, 1958.

- 19 '*Instrukcija za zadačite i rabotata na odelite i službite "prosveta i kultura" pri Narodnite Săveti*' (Instructions on the functions and work of the 'education and culture' services with the People's Council). *Bjuletin na Ministerstvoto* . . . , br. 1, 1961.

- 20 *Pravilnik za obščtoobrazovatelните трудово-политехнически училища* (Regulations of the general polytechnical schools). Sofija, Ministerstvo na Prosvetata i Kulturata, 1960. 51 p.

- 21 *Pravilnik za tehnikumите i професионалните училища* (Regulations of the 'technicums' and professional schools). Sofija, Ministerstvo na Prosvetata i Kulturata, 1960. 36 p.

- 22 *Pravilnik za priloženieto na zakona za višeto obrazovanie* (Regulations relative to applying the law of higher education). Sofija, Ministerstvo na Prosvetata i Kulturata, 1959. 16 p.

- 23 *Instrukcija za priloženie na štatna tablica no. 29 za dlăžnostite, naimenovanijata i zaplatite na răkovodните kadri, specialistite i drugi služiteli v učebните i văzpitatelни zavedenija, utvărdeni s 227.to Postanovlenie na MS ot 29 sept. 1960* (Instructions concerning the application of list no. 29 relating to the functions, the naming, the salaries of higher officials, specialists and other officials in schools and other educational establishments, approved by Ministerial Decree No. 227 of 29 September 1960). Sofija, Ministerstvo na Prosvetata i Kulturata, 1960. 36 p.

Structure and organization

* The school system of the People's Republic of Bulgaria includes kindergartens (for the whole day, half-day, the whole week, or a season), for children

between 3 and 7 years of age; general polytechnic schools divided into two levels, the primary level, covering grades I to VIII, and the secondary level (*gimnazija*) covering grades IX to XII. Primary schooling is provided in the lower primary school (grades I to IV) and the upper primary school or *progimnazija* (grades V to VIII). The primary and secondary school may be combined to provide instruction from grades I to XII. The secondary vocational school (*technicum*) provides a four- to five-year course following on from the primary school; this type of school may also cover the curriculum in a period of one to three years after completion of the *gimnazija* course. The technical and vocational school provides a one- to three-year course following on from the primary school. Health resort schools cater for children whose health has been impaired by lung and heart diseases, rheumatism, etc., and special primary schooling is provided for children suffering from physical or mental disorders. There are also secondary schools teaching the fine arts, music and choreography, secondary boarding schools, and others where Russian, French, German or English are taught. Higher education is provided by various types of establishments.

Adolescents engaged in industry, etc., receive secondary and higher education by correspondence or, after their work, they may attend evening classes in the *progimnazija* (upper primary school) (grades V to VIII), the *gimnazija* (grades IX to XII) or the vocational secondary schools.

In Bulgaria, polytechnic primary general schooling is compulsory (grades I to VIII). The curricula drawn up by the Ministry of Education and Culture are identical for all schools and it is therefore easy to transfer from one to another. Admission to higher educational establishments is subject to the passing of an entrance examination, but no such examination is necessary for admission to the general polytechnic and vocational schools.

The 'technicums' and the vocational schools train specialist workers and the intermediary technical personnel required for industry, agriculture, the building of houses and factories, transport, commerce and public health services. In the general polytechnic schools, the pupils also acquire a general knowledge of technology through the study of a particular branch.

The higher educational establishments train secondary school teachers and specialists for the various branches of economy and culture. Primary school teachers (grades I to IV) and kindergarten mistresses are trained in special institutes providing a three-

year course after completion of the *gimnazija* course. Secondary school teachers (grades V to XII) are trained at the State University of Sofia and in the higher teacher training schools, in the Higher Institute for Physical Culture and Sport and in the Academy of Music. Teachers of special subjects who are in charge of practical work in the general polytechnic and vocational schools are trained in special institutes providing a two-year course, either direct or by correspondence, open to pupils who have completed their secondary schooling.

- 24 *15 godini narodno obrazovanie. Sbornik statii* (Fifteen years of public education. Collection of articles). Sofija, Narodna prosveta, 1959. 230 p.

The titles of the articles in this collection are: The need for reorganization of the system of public education; Law on the need for closer ties between the school and life, relating also to the further extension of public education in the People's Republic of Bulgaria; Pre-primary education, general and vocational education during the fifteen years of the people's régime; The trend of the school towards polytechnic education; Higher education; Pre-service and in-service training of teachers; Educational literature during the fifteen years of the people's régime.

- 25 *L'Instruction publique en Bulgarie*. Sofia, éd. en langues étrangères, 1959. 50 p.

- 26 *Răkovodstvo za rabotata v detskite gradini* (Manual of kindergarten activities). Sofija, Ministerstvo na Prosvetata i Kulturata, 1961. 100 p.

- 27 *Učebni programi za srednite politehnički učilišta* (Curricula in secondary polytechnical schools). Sofija, Ministerstvo na Prosvetata i Kulturata, 1960.

- 28 *Primerna programa za vāzpitateľnata rabota v učilištata i vāzpitateľnite zavedenija* (Standard curriculum for education work in schools and educational establishments). Sofija, Ministerstvo na Prosvetata i Kulturata, BAN, Pedagogičeski Institut, 1960. 112 p.

- 29 *Pravilnik za zrelosten izpit v obštoobrazovateľnite sredni učilišta* (Regulations of examinations for graduation from schools of general instruction). Sofija, Ministerstvo na Prosvetata i Kulturata, 1958. 36 p.

- 30 *Pravilnik za izpitite v profesionalnite učilišta* (Rules governing examinations in professional schools). Sofija, Ministerstvo na Prosvetata i Kulturata, 1959. 36 p.

- 31 *Normativi za obzaveždane na učilištnite kabineti v obštoobrazovateľnite učilišta, pedagogičeskite učilišta i učitelските instituti* (Instruction concerning

the equipment of work rooms in schools of general instruction and in schools and institutes of education). Sofija, Ministerstvo na Prosvetata i Kulturata, 1959. 80 p.

- 32 *Naredba za priravnitelните izpiti i za dopălnitelnien zrelosten izpit na lica sledvali ili zavărsili profesionalni učebni zavedenija i sredni specialni učilišta* (Ordinance relative to equivalence examinations as well as to the supplementary school-leaving examination for individuals who have taken or completed the vocational schools or special secondary schools). Sofija, Ministerstvo na Prosvetata i Kulturata, 1959. 35 p.
- 33 *Pravilnik za stipendijte v učebnite zavedenija* (Scholarship regulations for schools). Sofija, Ministerstvo na Prosvetata i Kulturata, 1960. 24 p.

Educational studies and research

Educational research

The Education Institute, attached to the Bulgarian Academy of Sciences, has, since 1950, been the national centre for research work in the field of educational theory and practice. Since 1 January 1960, the Institute of Physical Culture and Health Instruction (previously an independent institution) has formed part of the Education Institute. Other institutes and the education departments of the higher educational establishments also engage in educational research.

Over the past few years, studies and experiments have been conducted on basic and present-day problems connected with the reorganization of education, to bring it into line with the law on closer ties between the school and life and the further development of education in Bulgaria. Special institutions have also been making a study of more specialized problems, but the main aim has been to find solutions to the various problems involved in the building of socialism.

Research centres concerned with educational problems

- 34 CENTRALEN INSTITUT ZA USĂVĂRŠENSTVUVANE NA UČITELITE I RĂKOVODNITE KADRI PRI MINISTERSTVOTO NA PROSVETATA I KULTURATA (Central Institute for the Specialization of School Teachers and of Higher Officials of the Ministry of Education and Culture) ul. 9 Septemvri 224, Sofija.
- 35 DĂRŽAVNA KONSERVATORIJA (State Conservatory of Music) ul. Budapešta 1, Sofija.

- 36 INSTITUT PO MUZIKA PRI BAN (Music Institute under the Bulgarian Academy of Sciences) ul. Dimităr Polianov 21, Sofija.
- 37 PEDAGOGIČESKI INSTITUT PRI BAN (Education Institute under the Bulgarian Academy of Sciences) ul. Sofijska komuna 2, Sofija.
- 38 PEDIATRIČEN INSTITUT PRI MINISTERSTVOTO NA NARODNOTO ZDRAVE (Pediatrics Institute under the Ministry of Public Health) ul. Dimităr Nestorov 11, Sofija.
- 39 SOFJSKI DĂRŽAVEN UNIVERSITET (State University of Sofia) bul. Ruski 15, Sofija.
- 40 VIŠŠ INSTITUT PO FIZIČESKA KULTURA (Higher Institute for Physical Culture) ul. Tinka Kirkova 36, Sofija.
- 41 VIŠŠ INSTITUT ZA ISOBRAZITELNI IZKUSTVA (Higher Institute of Fine Arts) ul. Sipka 1, Sofija.

Works on pedagogy, psychology, materials from scientific lectures and manuals for teacher training may be found in references cited earlier [1-8].

Periodicals in the field of education are mentioned below [52-58].

Textbooks and instructional materials

In the People's Republic of Bulgaria, the State is exclusively responsible for the issue of all publications, including the textbooks and other teaching aids used in schools. The publishing firms (all belonging to the State) which publish textbooks and other teaching aids are:

- 42 IZDATELSTVO 'NARODNA PROSVETA' ('National Education' publishers) ul. Vasil Drumev 37, Sofija. Publishes textbooks and other teaching aids for general and vocational schools. Its work is governed by the Regulations for the Preparation and Publication of Textbooks:
- 43 *Pravilnik za napisvane, săstavjane i izdavane na učebnici . . .* (Regulations for preparing and publishing school texts . . .). Sofija, 1958.
- 44 IZDATELSTVO 'MEDICINA I FIZKULTURA' ('Medicine and Physical Culture' publishing house) ul. Angel Kăncev 19, Sofija. Publishes textbooks and other teaching aids for the medical sciences and other subjects taught in medical schools and the Institute for Physical Culture and Sport.

Similar material is published by two publishing houses in Plovdiv and Varna.

The printing of textbooks and of literature used as teaching aids is carried out by printing works belonging exclusively to the State.

- 45 IZDATELSTVO 'NAUKA I IZKUSTVO' ('Science and Arts' publishers)

bul. Ruski 6, Sofija.

Publishes textbooks and other teaching aids for the scientific and literary subjects taught in higher educational establishments.

- 46 IZDATELSTVO 'TEHNIKA' ('Technical Literature' publishing house)

bul. Ruski 6, Sofija.

Publishes textbooks and other teaching aids for the technical subjects taught in higher educational establishments.

- 47 IZDATELSTVO 'ZEMIZDAT' (Zemizdat publishers)

ul. Pozitano 1, Sofija.

Publishes textbooks and other teaching aids for agriculture and rural economy.

The distribution of printed matter is controlled by the Ministry of Education and Culture and books and literature are sold in bookshops controlled by the organizations.

- 48 PEČATNI PROIZVEDENIJA (Centre for printed matter) Sofija.

This organization is attached to the provincial people's councils.

Teaching aids are prepared by the State enterprise

- 49 UČTEHPROM

ul. Birjuzov 9, Sofija.

An industrial concern producing technical equipment for schools, and attached to the People's Council of the City of Sofia.

The following State enterprise handles the production of popular scientific films:

- 50 STUDIJA ZA NAUČNO-POPULJARNI FILMI (Studio for Popular Scientific Films)

ul. Birjuzov 9, Sofija.

Its work comes under the direct control of the Ministry of Education and Culture.

Education associations

- 51 FILOSOFSKO-PEDAGOGIČESKA SEKCIJA PRI SĄJUZA NA NAUČNITE RABOTNICI (Philosophy and Education Section in the Workers' Union for Research)

ul. Tolbuhin 18, Sofija.

See also *An International directory of education associations* [International sources 2].

Educational journals

To the list published in *An International list of educational periodicals* [International sources 3] may be added:

- 52 *Izvestija na Pedagogičeskija Institut pri Bălgarskata Akademija na Naukite* (Reports of the Education Institute under the Bulgarian Academy of Science), 1950- . Sofija.

This publication carries articles, reports of experimental research and other communications dealing with educational theory, the history of teaching methods and education in Bulgaria, pre-primary education, child psychology and children's education, the study of physical and mental handicaps, studies and articles on the problems involved in polytechnic and vocational education, the educational role of the pioneer movement, etc. Most of the articles are accompanied by bibliographies and summaries in Russian, French and German.

- 53 *Izvestija na Instituta za fizičesko Văzpitatie i učilišna Higiena* (Reports of the Institute of Physical Culture and Health Instruction), 1954- . Sofija.

This publication concentrates mainly on research on the subjects of physical culture in schools, health instruction, educational psychology, the special characteristics (morphological, physiological and biological) of children of different ages. The physical development of children and adolescents in schools, mainly in Sofia, is represented by various tables in this series.

- 54 *Godišnik na Sofijskija universitet. Filosofsko-istoričeski fakultet* (Yearbook of the University of Sofia. Department of Philosophy and History). Sofija, Sofijski dăržaven Universitet, 1952- . Annual.

Reports of research conducted by the teaching staff of the University of Sofia in the field of educational theory, methodology, child psychology and educational psychology, the history of education and public instruction in Bulgaria.

- 55 *Trudove na višija Institut po fizičeska Kultura* (Works of the Higher Institute for Physical Culture), 1950- . Sofija.

Articles by the teaching staff of the above institute and by the research workers attached to it. They cover such subjects as physical culture, and educational and psychological problems closely linked with physical culture.

- 56 *Izvestija na centralnija Institut za Ušăvaršenstvuvane na Učitelite i řăkovodnite Kadri* (Reports of the Central Institute for the Further Training of School Teachers and of Higher Officials), 1958- . Sofija.

Articles by the teaching staff of the institute on the subject of teaching theory and methodology. Most of the articles are based on the results of work in schools.

- 57 *Profesionalno obrazovanie* (Vocational training), 1956- . Sofija. Monthly.

Prepared by the Ministry of Education and Culture.

- 58 *Visše obrazovanie* (Higher education), 1954-57. Sofija. Quarterly.
An organ of the Ministry of Education and Culture.

Educational statistics

- 59 *Statistički godišnik na Narodna republika Bălgarija* (Statistical yearbook of the People's Republic of Bulgaria). Sofija, Centralno statističesko upravljenie pri Ministerskija săvet, 1960. 567 p.

Statistical information on Bulgaria's economic, cultural and social development over the past few years. Chapter XVIII, on pages 290-302, gives statistical data on educational establishments, with separate headings for general and special schools, vocational and special secondary schools and higher educational establishments. Figures are given for the number of pupils, teachers, research institutes and scientific workers for the years 1939-40, 1944-45, and for each year from 1948-49 to 1958-59.

For the period 1950-56 statistical yearbooks have been published by the statistical service attached to the People's Council of the City of Sofia and by the People's Councils in such cities as Burgas, Vratsa, Kolarovgrad, Plevn, Stara Zagora, and Haskovo.

- 60 *Specialisti s visše i sredno specialno obrazovanie v Narodna Republika Bălgarija* (Specialists who have completed their higher education and special secondary education). Sofija, Centralno statističesko upravljenie pri Ministerskija săvet, 1959. vii, 127 p.

- 61 *Prebrojavane na naselenieto v Narodna republika Bălgarija na 1 dekmvri 1956* (Census of the population of the People's Republic of Bulgaria). Sofija, Centralno statističesko upravljenie pri Ministerskija săvet, 1960. Vol. III. 1,066 p.

This publication covers the country's active population (occupations, social groups), subdivided according to their level of education. Data are given first for the total population and then for the population of individual towns and villages.

Education biography

- 62 *BLAGOEV, Dimităr. Za văzpitanieto i narodnata prosveta* (On education and public instruction). Sofija, Narodna prosveta, 1956. 375 p.
- 63 *ILIEV, Bratovan. Izbrani pedagogičeski proizvedenija* (Selected educational works). Sofija, Narodna prosveta, 1959. 199 p.
- 64 *ČAKĂROV, Najden. Tvorčeskijat păt na Todor Samodumov* (The creative work of Todor Samodumov). Sofija, BAN, 1954. 92 p.

- 65 —; ATANASOV, Žečo. *Istorija na bălgarskoto obrazovanie* (History of public education in Bulgaria), 4th ed. Sofija, Narodna prosveta, 1960. 123 p.

This textbook provides information not only on the history of education in Bulgaria but also on the life and work of the most famous Bulgarian educators.

- 66 *KANDEV, Lambi. Izbrani pedagogičeski proizvedenija* (Selected educational works). Sofija, Narodna prosveta, 1958. 241 p.

- 67 *VASILEV, Hristo. 'Sava Ganovski—borec za marksicheska pedagogika'* (Sava Ganovski—fighter for Marxist education). In: *Izvestija na Instituta po pedagogija pri BAN* (Sofija), vol. 6, 1958, p. 3-22.

- 68 *ZAIMOV, Jordan; VELINOVA, Liljana. Biobibliografija na Todor Dimitrov Pavlov* (Biobibliography of Todor Dimitrov Pavlov). Sofija, BAN, 1957. 336 p.

Education libraries and museums

- 69 *BIBLIOTEKA PRI PEDAGOGIČESKIJA INSTITUT NA BAN* (Library of the Bulgarian Academy of Sciences; Education Institute)
ul. Sofijska komuna 2, Sofija.
- 70 *BIBLIOTEKA NA CENTRALNIJA INSTITUT ZA USAVARŠENSTVUVANE NA UČITELITE I RĂKOVODNITE KADRI PRI MINISTERSTVO NA PROSVETATA I KULTURATA* (Library of the Central Institute for the Further Training of School Teachers and of Higher Officials of the Ministry of Education and Culture)
ul. 9 Septemvri 224, Sofija.

Collections of books and periodicals on schooling and general education

These collections are held by the following leading libraries in Bulgaria:

- 71 *CENTRALNA BIBLIOTEKA PRI BĂLGARSKATA AKADEMIJA NA NAUKITE* (Central Library of the Bulgarian Academy of Sciences)
Sofija.
- 72 *NARODNA BIBLIOTEKA 'IVAN VAZOV'* ('Ivan Vazov' National Library)
Plovdiv.
- 73 *NARODNA BIBLIOTEKA 'VASIL KOLAROV'* ('Vasil Kolarov' National Library)
bul. Tolbuhin 11, Sofija.
- 74 *UNIVERSITETSKA BIBLIOTEKA, SOFIJSKI DĂRŽAVEN UNIVERSITET* (Library of the University of Sofia)
bul. Ruski 15, Sofija.

The Chad Republic has no national centre of educational documentation, nor has it produced works of reference in the field of education.

Legislative and policy documentation

The texts which governed the general organization of teaching in French Equatorial Africa still form the base of school legislation in the Chad Republic:

- 1 'Arrêté no. 6 du 2 janvier 1937' (Order no. 6 of 2 January 1937). In: *Journal officiel de l'Afrique Équatoriale Française*, le 15 janvier 1937, p. 134. Concerns the general organization of education.
- 2 'Arrêté no. 1758 du 28 juillet 1941' (Order no. 1758 of 28 July 1941). In: *Journal officiel de l'Afrique Équatoriale Française*, 14 août 1941, p. 510. Concerns the organization of the Department of Education.
- 3 'Arrêté no. 2232 du 21 octobre 1944' (Order no. 2232 of 21 October 1944). In: *Journal officiel de l'Afrique Équatoriale Française*, 1^{er} décembre 1944, p. 916.
- 4 'Arrêté no. 128 du 16 janvier 1948' (Order no. 128 of 16 January 1948). In: *Journal officiel de l'Afrique Équatoriale Française*, 1^{er} février 1948, p. 159.

Since the creation of the Chad Republic, various documents have been prepared defining certain aspects of the legislation now in force. Examples are:

- 5 'Décret no. 62 du 20 octobre 1959' (Decree no. 62 of 20 October 1959). This decree concerns the functions of primary school inspectors.
- 6 'Décret no. 70 du 12 avril 1960' (Decree no. 70 of 12 April 1960). In: *Journal officiel de la République du Tchad*, 15 avril 1960, p. 192. Institutes the reform of the primary school certificate in the Chad Republic.

There is no collection of school laws in the Chad Republic.

Administration of the educational system

Educational services are under the authority of an *Inspecteur d'Académie* belonging to the Université Française. There are two subordinate divisions:

Administrative Division: Personnel, Budget and accounting, Materials, Construction and plans, Scholarships.

Educational Division: Information concerning education: Examinations and competitions, Teaching of the Arabic language, Youth and sports, School health.

An education library and a film library are planned.

The four primary school inspectors are representatives of educational administration. They reside at Fort-Lamy, Fort-Archambault, Bongor and Abéché.

Each primary school district contains a certain number of school sectors directed by section heads. In all, there are eight of these sectors.

Structure and organization

Public education in the Chad Republic consists of three types of institutions:

Institutions for primary education. There are 159 primary schools which prepare for the primary school certificate (*certificat d'études primaires*) and for the examination for entering the 6th class—from which students have access to technical and secondary education.

General secondary schools. Three *collèges* prepare for the lower secondary certificate (*brevet d'études premier cycle*) and for the French *baccalauréat* in the various sections.

Four complementary courses prepare for the elementary certificate (*brevet élémentaire*) and the lower secondary certificate.

Institutions for vocational and technical education. There are two, which prepare for the professional proficiency certificate (CAP) in industry and commerce.

Curricula and methods in elementary education are described in

- 7 'Programmes des écoles primaires élémentaires en A.E.F.' In: *Nos écoles* (Brazzaville, Bureau Pédagogique, Inspection générale de l'enseignement), no. 38, 1959.

After the *baccalauréat*, students who would like to continue their studies receive a scholarship for the French university *faculté* of their choice.

Educational studies and research

There is no centre of study and research in education in the Chad Republic. However, an education office is being set up.

Textbooks and instructional materials

The textbooks used in educational institutions are from French publishers and no educational equipment is produced locally.

Educational statistics

There is only a service of local statistics for education.

Educational journals

- 8 *L'école publique tchadienne*, 1960- . Fort-Lamy, Services académiques. Monthly.
The first issue of this bulletin appeared in December 1960.

There is no documentation centre in the Ministry of Education. Two centres exist under the education faculties of universities. One is the

- 1 INSTITUTO DE INVESTIGACIONES PEDAGÓGICAS
Facultad de Filosofía y Letras, Universidad de Chile, José Pedro Alessandri 685, Santiago.

Besides sections for research and statistics, the institute has a section for documentation and publications of which the library is a part. The collection of materials is as yet limited in number of volumes, and the documentation services are confined to members of the institute's staff.

The second centre is the

- 2 CENTRO DE DOCUMENTACIÓN PEDAGÓGICA
Departamento de Educación, Facultad de Filosofía y Educación, Universidad Católica de Valparaíso, Casilla 4059, Valparaíso.

A description of the centre's establishment, its aims, organization and programmes will be found in no. 2 (September 1959) of its official organ:

- 3 *Boletín bibliográfico*, 1960-. Valparaíso. Irregular.

Reference works

There is no current national bibliography. An unannotated selective bibliography of recently published books is a regular feature of

- 4 *Atenea*, 1924-. Concepción. Quarterly.
Published by the University of Concepción. Titles are arranged under broad subject headings, one of which is 'Educación'. The listing is alphabetical and includes numerous school texts.

Some books and periodical articles on education, with brief annotations, will be found in the *Handbook of Latin American studies* [Bolivia 2].

See also *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The Constitution of 1925 (amended 1943) in Article 10, paragraph 7, guarantees freedom of teaching, makes primary education compulsory, designates public education as by preference an affair of the State, and provides for a Bureau of Public Education responsible for the administration and inspection of national instruction under the authority of the Government. Supreme Decree no. 5291 of 1929 stipulates that the period of compulsory instruction shall be in general from 7 to 14 years of age.

With regard to Chile's educational laws, a noted educator [33] has characterized them as 'a veritable forest of dispositions in which it is difficult to find

one's way... every attempt at codification has proved impossible, and the only result has been voluminous compilations in which are collected thousands of dispositions, many of them contradictory'. In fact, provisions dating from 1879 are still in effect, with or without modifications. There is at present nothing which corresponds to an organic law, although Decree no. 2066 of 12 May 1927 has sometimes been called such. Much of the present administrative structure of the educational system derives from the intensive period of reform, 1927-29.

A continuing collection of the laws and decrees of the Congress is

- 5 CONTRALORÍA GENERAL DE LA REPÚBLICA. *Recopilación de los decretos con fuerza de ley, edición oficial*, 1893-. Santiago. Annual.

Gives the text of all decrees with the force of law, arranged in chronological order. Regulatory decrees are contained in an appendix. There are numerical, subject, and name indexes.

The period prior to 1893 is covered by the

- 6 *Boletín de leyes y decretos del gobierno*, 1810-1951. Santiago, 1823-1951. Monthly (frequency varies).

Ceased publication in 1951. Contains the texts of legislation enacted during the previous month. Although an index was usually provided in each issue, its arrangement vitiates utility for research purposes.

On primary and normal education, laws in force are collected in

- 7 MINISTERIO DE EDUCACIÓN PÚBLICA. DIRECCIÓN GENERAL DE EDUCACIÓN PRIMARIA. *Educación primaria y normal, documentos legales vigentes*. Santiago, 1955. (Boletín de informaciones y prácticas de la enseñanza primaria y normal, 49).

Includes legislation from 1929 to date. An earlier edition with the title *Recopilación de documentos legales y técnicos del Servicio de Educación Primaria* was published in 1947.

For laws and regulations pertaining to the University of Chile, see

- 8 MARSHALL, Enrique L., ed. *Leyes, decretos y reglamentos*. Santiago, Ediciones de la Universidad de Chile, 1953-54. 2 vols.

Volume I contains laws and regulations of a general nature and those pertaining to the various faculties. There are extensive notes and commentaries, and a good subject index to each volume.

On a more limited aspect of education, the following compilation is useful:

- 9 MINISTERIO DE EDUCACIÓN PÚBLICA. JUNTA NACIONAL DE AUXILIO ESCOLAR. *Nuevas disposiciones legales y reglamentarias a las juntas de auxilio escolar*. Santiago, 1954. 56 p.

Contains legislation on national, provincial and local student assistance boards which are mainly concerned with student nutrition programmes.

Among individual laws of wide scope and importance enacted recently, the following may be noted:

- 10 *Ley orgánica no. 104 de la Superintendencia de Educación Pública* [included in 22 below].

Reforms the Superintendency of Public Education (created in 1927), defines its relation to other departments of the Ministry, and extends its authority in some areas, including those of school inspection and educational research.

The following three decrees relate to evaluation of student work, grading, examinations, promotions, and so on:

- 11 'Decreto número 842; aprueba el reglamento de calificaciones, exámenes, y promociones de alumnos de educación secundaria'. In: *Diario oficial* (Santiago), vol. 82, no. 24,278, 24 febrero 1959, p. 290-5.
- 12 'Decreto número 13,036; aprueba el reglamento de calificaciones, exámenes, y promociones de alumnos de educación secundaria'. In: *Diario oficial* (Santiago), vol. 83, no. 24,767, 13 octubre 1960, p. 1934-7.
- 13 'Decreto número 844; aprueba el reglamento de la ley núm. 9,864 sobre subvenciones a los establecimientos particulares gratuitos de educación primaria, secundaria, profesional y normal'. In: *Diario oficial* (Santiago), vol. 82, no. 24,309, 3 abril 1959, p. 522-4.

Implements decree no. 9,864 of January 1951 on State subsidies to private educational establishments.

On legislation see also *Index to Latin American legislation 1950-1960* [Venezuela 20].

Administration of the educational system

The Minister of Public Education is head of the system of formal education. The Ministry is divided into a sub-secretariat with a department for administration and a group of *servicios* responsible for artistic culture and publications, physical education and sports, etc., as well as four bureaux concerned with the specific fields of primary and teacher education, secondary education, agricultural, commercial, and technical education, and libraries, archives and museums. School inspection is accomplished through these bureaux, each having departments for visiting schools, with a corps of inspectors.

Belonging to the Ministry of Education, but possessing juridical personality, is the Superintendency of Education, which is made up of the National Council of Education, the Technical Office for Educational Research and Special Services, and the National Fund for Education. The most important of

these is the National Council of Education, which is presided over by the Minister, and includes as members the head of the superintendency, the head of the Ministry's sub-secretariat, rectors of the University of Chile and of the State Technical University, heads of the Bureaux of Education, the general Technical Secretary of the Superintendency, and 15 other members who are heads of prominent educational establishments or representatives of public and private bodies which are interested in education. The council advises the Minister on all aspects of educational policy. It makes periodic evaluations of education, proposes an annual plan of school construction, prepares budget studies, and formulates project laws and resolutions embodying desirable changes which can be effected by legislation and ministerial regulation. The Technical Office for Educational Research and Special Services is a dependency of the General Technical Secretary of the Superintendency and is the instrument through which the council accomplishes much of its work. It collects and studies data on all aspects of national education, as well as formulating and co-ordinating pedagogical experimentation and setting up standards for the vocational and medical welfare of students.

Education is largely centralized and almost exclusively the concern of the Federal Government. Provincial and municipal governments have little responsibility for the administration, supervision and maintenance of schools. In 1950 less than 1 per cent of public schools were municipally operated. Many private establishments are maintained at all levels of the educational system. Those that are officially recognized may request government subsidies up to 50 per cent of the cost of educating the student in public schools.

The State has one general university, the University of Chile, which has autonomy in its pedagogical functions. Its budget is independent of the Ministry of Education. The university is headed by the rector, assisted by a University Council composed of the deans of the faculties, the Secretary-General of the university corporation, the heads of the Bureaux of Primary and of Secondary Education, and two representatives of the President of the Republic. There are also partially subsidized private universities and a State University.

Useful for ready reference information on administration and organization are:

- 14 MINISTERIO DE HACIENDA. DEPARTAMENTO DE ESTUDIOS FINANCIEROS. *Manual de la organización del gobierno de Chile*, 1957-. Santiago. Annual.

This is the official organization manual of the Government. It contains sections on the Ministry of Education proper and on autonomous and semi-official institutions related to the Ministry. These latter include the University of Chile, the State Technical University, the National Board of Student Assistance and the Society for the Construction of School Buildings. The manual provides the following data: citation of enabling legislation, statement of functions, description of the organization by departments and divisions, and organization charts. There is an index by name of agency.

- 15 VIDAL DUARTE, Germán. *El Ministerio de Educación Pública (organización administrativa)*. Santiago, Editorial Universitaria, 1959. 169 p.

A history of the administrative organization of the educational system from colonial times. Chapter 5 (p. 123-62) describes the present structure of the Ministry of Education. The descriptions of dependent entities usually cite the legal bases from which these entities derive their authority.

The annual report of the Minister of Education is regularly submitted to the President, but is not always published:

- 16 MINISTERIO DE EDUCACIÓN PÚBLICA. *Memoria, 1839- .* Santiago. Annual (frequency, title and issuing body vary).

In recent years the report has been published very irregularly or not at all. As a substitute source for information on recent developments, recourse may be had to the President's message to Congress:

- 17 PRESIDENTE. *Mensaje*, 1891- . Santiago. Annual. Summarizes the annual reports of the ministries, in general terms. The section on the Ministry of Education usually runs to 10-20 pages.

Like that for all Ministries, the annual budget of the Ministry of Education is first published separately as a project law submitted to Congress:

- 18 *Proyecto ley de presupuesto del Ministerio de Educación Pública*. Santiago. Annual.

After the Congress has voted the budget, it is again published, with any necessary changes, as

- 19 CONGRESO NACIONAL. *Ley de presupuesto del Ministerio de Educación Pública*. Santiago. Annual.

Besides the usual information on allocations, the budget usually contains organization charts, citation of the legal basis for financing, a statement of the principal functions of each department or cultural institution, and a summary of the activities and programmes in which it is engaged.

The budgets of all the Ministries are collected and published in the following (without the reference type of information noted above):

- 20 ——. *Ley de presupuesto de entradas y gastos ordinarios de la administración pública de Chile, 1845- .* Santiago. Annual (frequency and title vary).

The budget of the University of Chile and its affiliated schools and institutes is issued separately:

- 21 UNIVERSIDAD DE CHILE. *Presupuesto de la educación superior*. Santiago, Editorial Universitaria. Annual.

The Superintendency of Public Education is described in

- 22 MINISTERIO DE EDUCACIÓN. SUPERINTENDENCIA DE EDUCACIÓN PÚBLICA. *La Superintendencia de Educación Pública; introducción histórica, ley orgánica, primera memoria anual, realizaciones en 1954*. Santiago de Chile, Editorial Universitaria, 1954. (Documentos, 1).

Contains an historical résumé, the text of the reorganization law no. 104 of 3 June 1954, and the report of the first year of operation under the new law. The annual reports for 1954-56 have been collected in

- 23 ——. ——. *Memorias, 1954, 1955, 1956*. [Santiago] Publicaciones de la Superintendencia de Educación Pública, 1957. 97 p.

Subsequent reports have been issued in mimeographed form:

- 24 ——. ——. *Eleva memorial anual, 1957- .* Santiago, 1958- . Annual. Processed.

Issued primarily for internal distribution and comes out as a numbered *oficio* of 12 to 15 leaves.

Structure and organization

Pre-primary training is provided in private and public kindergartens for children from 4 to 6. The need to concentrate the country's efforts in formal education at the primary and secondary level has impeded the development of kindergartens on a wide scale.

Primary education lasts for six years. It is offered chiefly in urban and rural primary schools, but partial and full programmes are available also in preparatory sections of academic secondary schools, schools connected with teacher training institutes, and some vocational schools.

Secondary education is imparted in two types of establishments—the public *liceos* and private or parochial *colegios*. Programmes comprise six years divided into two stages. The first four years provide instruction in basic disciplines and skills more or less common to all. The fifth and sixth years are intended as preparation for higher education or advanced professional studies.

Normal training comprises six years for both urban and rural primary teachers. Tuition is free and most students also receive subsistence scholarships. Normal students customarily sign a contract to teach in public schools for a specified number of years.

Vocational and technical schools provide training in agriculture, commerce and industry, office work, mining, fine arts and nursing. For some subjects, elementary technical training may begin in the last years of primary school. The national School of Arts and Trades in Santiago has classes at secondary and junior college levels.

Higher education is offered by the two public universities, the University of Chile and the Technical University, and in several private universities. Only the National University may confer degrees and professional titles, a circumstance which gives it considerable authority in matters of standards and curricula observed in private institutions of higher education.

The government provides also special primary school facilities and programmes for handicapped children, and maintains schools and centres for adult and fundamental education.

- 25 LABARCA, Amanda. *Realidades y problemas de nuestra enseñanza*. Santiago de Chile, Ediciones de la Universidad de Chile, 1953. 118 p.

An excellent panorama of education in Chile by a noted educator of more than 40 years experience. Chapter 1 deals with organization of the system as a whole and the structure of primary schooling. Subsequent chapters are devoted to secondary, teacher and higher education. The final chapter considers a number of basic problems such as lack of administrative co-ordination, shortage of schools, bureaucratization of secondary education, need for more and better teachers, the controversial role of private schools, and the high rate of illiteracy.

- A directory of primary schools is regularly issued:
26 MINISTERIO DE EDUCACIÓN PÚBLICA. DIRECCIÓN GENERAL DE EDUCACIÓN PRIMARIA. *Anexo de locales*. Santiago. Annual.

Lists all primary schools, arranged by province and department. Gives the school number, name, address, class and type of school, name and distance of nearest port or railroad stop, and information on rental of school premises.

For primary schools, see also *Bibliografía de la educación primaria* [Venezuela 28].

The official programmes of study for primary and secondary schools have been in effect for some time. Although considerable attention has been given to curriculum revision both by the Superintendency of Public Education and by professional associations, new programmes have not been introduced on any appreciable scale. Most of the official plans of study are at least 10 years old. See the section on Chile in the *World survey of education* [International sources 8], vol. I, for a listing of programmes issued up to 1953.

Educational studies and research

The main tendencies of educational research in recent years have been diffused in several areas. Among these are (a) technical problems in curricula, teaching methods, work evaluation and the progress of the student through the system; (b) social and economic factors in education; (c) the re-structuring of the educative process in order to achieve co-ordination and continuity of aims and methods, and (d) the relation of the school to the State and the community. Problems at the primary and university level have received comparatively greater attention than those relating to secondary education, on the one hand because of the administrative link between primary and normal schools, and on the other as the result of the interest of specialized schools and university institutes which engage in research as part of their instructional programmes.

In the past there has been a notable want of co-ordination among research centres, most of which are in public educational establishments. In an effort to centralize and integrate the various research programmes, the creation of a Technical Office of Educational Research was provided for in the organic law of the Superintendency of Public Education in 1954. Article 8 gives the office wide responsibilities as an accessory to the National Council of Education. One of its specific duties (paragraph f) is 'to formulate and co-ordinate the projects of educational experimentation in the diverse branches of instruction'.

- An excellent survey of the status of research is
27 'Estado actual de la investigación educacional'. In: *Avanzada, hacia una educación científica* (Santiago), suplemento, noviembre 1958, p. 27-35.

Includes sections on the general background of research agencies and services, a survey of current research programmes by field of research and institution, and an evaluation of research activity. Ends with the committee's conclusions and recommendations.

To the list of research bodies in the preceding report should be added the Instituto de Investigaciones Pedagógicas [1], which was in process of formation at the time the report was being prepared.

The volume of monographic studies embodying the results of research is not large. Some of the information is disseminated by way of professional journals, and in the reports and conclusions emanating from periodic professional meetings and conventions such as those of the Sociedad Nacional de Profesores, the Unión de Profesores de Chile, and the Federación de Educadores de Chile.

Some recent studies of interest are listed below:

- 28 **ÁLVAREZ ANDREWS, Oscar.** 'Aspectos sociológicos del problema educacional en Chile'. In: *Revista mexicana de sociología* (México), vol. 20, no. 3, sept./dic. 1958, p. 873-934.
A statistical and sociological examination of economic and social factors in education from pre-primary to university. Special attention is given to the role of the family, the inadequate standard of living which obliges students to drop out of school at a high rate, inadequacy of school facilities, shortages of competent teachers, the social implications of illiteracy, and the lack of coherent plans for adult education. The author is professor of sociology at the University of Chile.
- 29 **SUPERINTENDENCIA DE EDUCACIÓN PÚBLICA.** *Dos informes sobre educación*. Santiago, Publicaciones de la Superintendencia de Educación Pública, 1958. 175 p. (Documentos, 4).
The discussions, findings and conclusions of the Commission on Plans and Programmes created in 1954 to advise the National Council of Education on revision of primary and secondary school curricula. The commission focused its attention on basic questions of educational policy. The two reports in this collection are transcripts of the commission's discussions.
- 30 **TRONCOSO M., Víctor; SANDOVAL, Juan.** *Consolidación de la educación pública*. Santiago, 1954. 83 p.
Proposes the re-structuring of the school into units consolidating in one physical plant and under the same direction all grades from pre-primary to the last year of secondary instruction. Normal schools would be reorganized in a similar manner. The authors believe that the present system is uneconomical and incapable of providing a coherent and co-ordinated programme of study from one level to the next. In a subsequent work Sr. Troncoso elaborates these proposals with particular reference to fundamental education.
- 31 ——. *La educación fundamental y lo fundamental en la educación*. Santiago de Chile, 1956. 176 p.
- 32 **SALAS S., Irma; ORELLANA B., Egidio.** *Correlación entre el liceo y la universidad*. Santiago, Universidad de Chile, Instituto de Investigaciones Pedagógicas, Sección Estudios Especiales, 1958. 130 p. (Estudios educacionales, 1).
A study of the problem raised by the wide discrepancy between basic scientific instruction in secondary schools and the minimum entrance requirements of the universities. A questionnaire to secondary school graduates provided the statistical basis for the authors' findings. Section B is a summary of conclusions with respect to programmes, texts, classroom methods, personal study practices, language proficiency, material facilities utilized in instruction, vocational interests, etc.
- 33 **VEGA, Julio.** *La racionalización de nuestra enseñanza*. Santiago de Chile, Ediciones de la Universidad de Chile, 1954. 277 p. (Colección de Estudios histórico-sociales).
A critical examination of official policy and administration of the educational system, treated in 30 'theses' and culminating in a project for a comprehensive organic law embodying the author's recommendations for reform. The author is professor of sociology and geography in the Pedagogical Institute of the University.
- 34 **VIVANCO MORA, Humberto.** *El problema básico, nuestra educación primaria*. Santiago de Chile, Editorial Hiram, 1953. 149 p.
The author, a biologist and educator for more than 30 years, attributes the unsatisfactory state of education to the deficiencies of the primary school system, which are in turn due to insufficient investment of national income in education. He makes many specific suggestions for development and reform.

Textbooks and instructional materials

Textbooks for public primary schools are supplied by the Government to the student on a loan basis. The books may be prepared by specialists in the Pedagogical Department of the Directorate of Primary and Normal Education, or privately written and published. In the latter case the law requires that the author or publisher submit the book to the Directorate for Distribution. The book, even though not purchased for official distribution, may be found acceptable, in which case it is added to the approved list. Teachers are not required to use a specific title, although the fact of free distribution imposes a certain uniformity in selection for classroom use. The only requirement for adoption of any text is that it be approved. This does not hold for private schools, which may select any books they wish; frequently they will adopt texts written by their own staff or recommended by the authorities who conduct and support the private school system. Most commercially published books aimed for use as texts indicate the course and grade for which they have been authorized.

A wider latitude is permitted for secondary and university level texts in technical subjects, but those for national history and geography are subject to close regulation.

Lists of approved texts for specific courses and grades may be requested from the appropriate directorate in the Ministry. The bibliographic section of *Atenea* [4] is useful for recent new works and reissues and revisions of older ones.

For the names, addresses and specialization of publishers, printers and booksellers, see *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

Education associations

There is complete liberty of association, and Chile has an unusual number of educational organizations in relation to its population. Various factors conduce to this situation, among which may be noted Chile's

distinctive geography, its tradition of lively debate and experimentation in educational matters, and the extensive and frequently controversial part played by denominational schools in the educational system. Many professional associations organized on secular lines have a direct counterpart in a similar religiously-oriented group.

A list of national associations may be found in *An International directory of education associations* [International sources 2]. Many of these have provincial and municipal affiliated groups.

Educational journals

For a directory of educational journals see

- 35 DIRECCIÓN GENERAL DE BIBLIOTECAS, ARCHIVOS Y MUSEOS. BIBLIOTECA NACIONAL. *Anuario de publicaciones chilenas*. Santiago. Annual.

Includes sections for newspapers and for periodicals. The latter have a directory by title and a second by subject. See the heading 'Educación' and its subdivisions for a list of 81 professional and student journals. The main alphabetical entry gives name of publisher, address, size, frequency and date of first issue where known.

- An older and less complete selection may be found in the *International list of educational periodicals* [International sources 3], of which a new, revised edition is being prepared.

The *Boletín bibliográfico* of the Centre of Educational Documentation at the Catholic University of Valparaíso [3] is too recent to be included in either of the above lists.

Educational statistics

Responsibility for educational statistics is shared by the Ministry of Education, the University of Chile, and the Servicio Nacional de Estadística y Censos (National Service of Statistics and Census). Information on primary and secondary schools is gathered and processed by the Statistical Office in the Superintendency of Public Education. Data pertaining to higher education is the responsibility of the Statistical Section in the Institute of Educational Research at the University of Chile. Both of these bodies regularly forward the appropriate information to the National Service of Statistics and Census, which is under the Ministry of Economy. The service is the focal point for all national statistics and as such receives any educational statistics originating from agencies other than the two indicated above. These include figures collected by other Ministries, such as

Agriculture and Health, which engage in educational activities. The National Service is governed by an organic law (D.F.L. no. 313 of April 1960) which prescribes penalties for failure to provide any data requested by the service.

A concise description of the system of educational statistics may be found in

- 36 CENTRO INTERAMERICANO DE ENSEÑANZA DE ESTADÍSTICA ECONÓMICA Y FINANCIERA. CENSO LATINOAMERICANO DE ESTADÍSTICAS EDUCACIONALES, *La estadística educacional en Chile*. Santiago, 1958. 13 p. Processed.

Gives a résumé of the agencies engaged in the gathering and processing of statistics, the procedures followed, sources of information, and the type of data collected.

The National Service of Statistics and Census regularly issues two periodical publications which contain educational statistics, one [37] a monthly, and the other [38] an annual:

- 37 MINISTERIO DE ECONOMÍA. SERVICIO NACIONAL DE ESTADÍSTICA Y CENSOS. *Estadística chilena*, 1928- . Santiago. Monthly.

Although this includes very current information, it generally contains only three or four pages of school statistics; some issues have none at all. The December number has a synopsis for the year with some comparative tables for earlier years.

The service does not issue an annual including national figures in all areas of activity. Instead, there has been established a pattern of subject area annuals. That for education and related matters is

- 38 ——. *Política, administración, justicia y educación*, 1911- . Santiago. Annual.

A very detailed presentation of data on primary, secondary, special and university education. Figures are given for number of schools, total enrolment, average attendance, results of examinations, number of teachers, etc. Where appropriate, the data are divided by age, sex, grade, type of school (public or private, urban or rural, complete or incomplete, day or night) and geographical location (province or municipality).

Educational statistics collected in the 1952 census are included in

- 39 ——. *XII censo general de población y I de vivienda levantado el 24 de abril de 1952*; tomo I, *Resumen del país*. [Santiago, Gutenberg, 1956].

Gives literacy figures for the total population and for each province by age and sex, further divided by rural and urban population. Similar breakdowns are provided for school attendance and educational level attained.

A statistical analysis of educational trends from 1940 to 1957 may be found in

- 40 GRASSAU, Erika; ORELLANA B., Egidio. 'Desarrollo de la educación chilena desde 1940'. In: *Boletín estadístico de la Universidad de Chile* (Santiago), vol. 3, no. 1, año 1959. 86 p. (Entire issue).

Shows enrolment, attendance patterns and rates of increase, as well as trends in the financing of schools. Chapter IV is a panoramic analysis of the relation of the school system to the developing educational needs of the country. Much of the information is given in the form of graphs rather than tables.

Detailed statistics on primary and secondary school enrolment are collected in

- 41 SUPERINTENDENCIA DE EDUCACIÓN PÚBLICA. *Distribución de alumnos por edades y por cursos*. Santiago de Chile, Editorial Universitaria, 1959. 82 p.

Figures are given by age and year of study, further analysed by type of education.

Statistics for official higher education are regularly presented in

- 42 *Boletín estadístico de la Universidad de Chile*, 1957- . Santiago. Irregular.

Published by the Sección Estadística of the Instituto de Investigaciones Pedagógicas, this journal is usually divided into a

section of statistical tables and a group of short studies related to the subject treated in the first section. The editors have defined the chief areas of interest as follows: the baccalaureate class; characteristics and distribution of the student body as a whole; teaching staff; financial and material aspects of university administration.

The Catholic University of Chile also issues a statistical publication from time to time:

- 43 *Datos estadísticos*. Santiago. Annual. Processed. Gives enrolment—total and by faculties, divided by age, sex, place of origin (province) and type of secondary schooling.

Education biography

- 44 *Diccionario biográfico de Chile*, 1936- . Santiago, Empresa Periodística Chile. Triennial.

The national *Who's who* appeared regularly every two years until 1950; since then it has been published at three-year intervals. Each edition has 20- to 30-line biographies of persons prominent in public life, including educational administrators and teachers. There is no index by profession. Duplication of entries in successive volumes is frequent.

The Oficina de Planeamiento (Planning Office) of the Ministry of Education has as one of its dependent offices the

1 CENTRO DE DOCUMENTACIÓN E INFORMACIÓN

Calle 20, n° 8-18, piso 8°, Bogotá, D.E.

The centre's chief function is to serve as a depository and clearing house of educational information for the Ministry, other government agencies, and the general public. It also compiles, edits, and publishes reports and periodicals deemed appropriate to its responsibilities. The status and functions of the Planning Office were redefined in a far-reaching reorganization of the Ministry (Decree no. 1637 of 12 July 1960), which will in turn affect the role of the centre, but the structural changes are to be made gradually, and the centre continues to operate, although on a somewhat restricted basis.

A secondary source of information, not yet organized as a documentation centre, is the

2 Biblioteca Central, Universidad Pedagógica de Colombia, Tunja, Boyacá.

The library has a good collection of materials relating to education in Colombia.

Reference works

There is no education bibliography as such, but reasonably good coverage of monographic publications in the field may be found in the national bibliography:

3 *Anuario bibliográfico colombiano*, 1951- , compilado por Rubén Pérez Ortiz. Bogotá, Instituto Caro y Cuervo, 1958-

The first number of the *Anuario* was published in 1958 and covers the years 1951-56; the second number (1960) covers 1957-58. Under specific subheadings in the section titled 'Educación' are listed general works, textbooks for the primary schools, school prospectuses and bulletins, and pedagogical works. Secondary and university texts are listed in the appropriate subject category throughout the bibliography. There is a good author index. The *Anuario* is usually about two years in arrears.

No encyclopaedias—general or educational—are currently published. Some yearbook type information may be found in:

4 *Factores colombianos*. Bogotá, Instituto Colombiano de Opinión Pública, 1959. 287 p.

There are 17 pages of lists of universities, private schools and colleges, gymnasia, institutes, and lycées in the secondary school system, and other educational and cultural establishments under the supervision of the Ministry of Education.

5 MINISTERIO DE EDUCACIÓN. *Directorio de establecimientos de educación oficiales y privados, educación media y superior*. Bogotá, 1960. 88 p. Processed.

This is the first issue of what is planned as an annual publication. It lists by province all establishments of secondary and higher education, public and private, classifying them as national, provincial, municipal or private. For each establishment the following information is given: name, place, type of in-

struction given, whether for boys, girls or both sexes, and highest grade offered.

See also the *Handbook of Latin American studies* [Bolivia 2] and *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The Constitution of 1945 (amended 1959) guarantees freedom of education. Primary education is free and compulsory up to the age determined by law. The paramount power of inspection is vested in the Federal Government, which also sets minimum curriculum requirements.

The best retrospective source of legislation is

6 CORTÉS B., Florentino, ed. *Educación colombiana, tomo I, 1903-1958*. Bogotá, Imprenta Nacional, 1959.

This compilation contains the texts of all laws, decrees, resolutions, and regulations pertaining to education at all levels. It includes a summary of legal dispositions which have been repealed, modified, or superseded, and has both a chronological and a subject index.

For new legislation, a convenient source is

7 MINISTERIO DE GOBIERNO. NEGOCIOS GENERALES.

Leyes de . . . Bogotá, Imprenta Nacional. Annual. Gives the text of all laws passed during the calendar year. The arrangement is chronological, with a brief subject index.

The texts of new legislation in the educational field are printed in the section 'Documentos' of the *Revista colombiana de educación* [28]. More limited in scope, but thorough in their fields are

8 MINISTERIO DE EDUCACIÓN NACIONAL. *Compilación de disposiciones sobre educación física en Colombia*, compilada por Angel Humberto Vaca Hernández. Bogotá, Imprenta Nacional, 1958. 395 p. (Biblioteca de Educación Física).

9 —. JUNTA CENTRAL DEL ESCALAFÓN NACIONAL DE ENSEÑANZA PRIMARIA. *Codificación de las disposiciones sobre el escalafón nacional del magisterio de enseñanza primaria*. Bogotá, Imprenta Nacional, 1957. 47 p.

10 —. *Régimen de la enseñanza primaria en Colombia, 1903-1949*. Bogotá, Imprenta del Ministerio de Educación Nacional, 1950. 449 p.

11 —. *Régimen de la enseñanza secundaria en Colombia*, codificación elaborada por Luis A. Guerra F. Bogotá, Prensas del Ministerio de Educación Nacional, 1952. 134 p.

See also *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

The educational system is administered by the Minister of Education assisted by a Consejo Superior de Educación (Higher Council on Education) and an hierarchy of federal officials. At the provincial level (the administrative subdivisions are called *departamentos*) are the Secretarías de Educación headed by a director appointed by the Minister. Local government provides Boards of Education in the municipalities and towns, and has the chief responsibility for primary schools. The reform decree of 12 July 1960—one of whose objectives is to decentralize some phases of the national system—will, when implemented, also place on the provincial authorities a much greater share of responsibility for school construction at all levels and for administration of secondary education, both of which have heretofore been under the direct supervision of the Federal Government. Primary teachers are paid by the province, but curricula are laid down by the Ministry, which also provides some matching funds for physical plants, and for certain student supplies. Supervision is carried out co-operatively by local, provincial and federal officials, and embraces both public and private schools. Private schools must conform to a minimum official curriculum.

The most important source of information on all aspects of education is the annual report of the Minister:

- 12 MINISTERIO DE EDUCACIÓN NACIONAL. *Memoria del Ministro al Congreso*, 1951-. Bogotá, Imprenta Nacional, 1951-. Annual. (Title varies.)

Preceded by general remarks of the Minister, this gives a detailed résumé of the year's work by administrative agencies, and by establishments at the secondary and university level. Important new legislation, executive regulations, and some current statistics are also included. The report incorporates material from the annual reports prepared by provincial officials for submission to the governor, most of which are separately issued.

No separate budget is published by the Ministry of Education. The relevant figures may be found in

- 13 DIRECCIÓN NACIONAL DEL PRESUPUESTO. *Proyecto de presupuesto de rentas e ingresos y liquidación de apropiaciones*. Bogotá. Annual.

Structure and organization

School attendance is mandatory between the ages of 7 and 14 provided that the requisite facilities are available to the student in the local area. Except for

some kindergartens attached to national and provincial normal schools, pre-primary education is mainly in the hands of private bodies which operate the kindergartens without assistance or supervision from the Government. The primary system comprises three types of establishments: the two-year rural school, the four-year rural school, and the urban school of five years. After five years (four of rural school), the student advances to either an academic or professional-vocational secondary school. There are two academic programmes: a four-year programme leading to the *bachillerato elemental*, and the six-year course for the *bachillerato superior*. The remaining secondary schools provide training in the industrial, commercial, and agricultural fields, in domestic economy, nursing, and in teaching. At the lowest level, technical education is given in the *escuelas complementarias* (complementary schools) which offer a general course combined with practical work. Specialized complementary schools offer a four-year course in manual and semi-skilled trades. At a somewhat higher level are the arts and trades schools which may lead to additional specialized training in the technical institutes.

Teacher training has a varied pattern. The regular normal school is a five-year secondary programme; a sixth year of *colegio* enables the student to progress to the university if he wishes. A student may be accredited to teach in rural schools after three years of rural normal school. Secondary school teachers are required to have a *bachillerato superior* in order to enter one of the higher normal schools, which have university status. Agricultural normal schools accept students who have completed four years in a secondary agricultural school.

Higher education comprises the public and private universities, the commercial and technical institutes, and the higher normal schools. Students must have the *bachillerato superior* to enter a university.

Through ICETEX [37], the Government has been encouraging graduates of institutions of higher learning to pursue advanced studies abroad.

Some special studies dealing with various administrative phases are listed below:

- 14 MINISTERIO DE EDUCACIÓN NACIONAL. CAMPAÑA NACIONAL DE ALFABETIZACIÓN. *Guía de interpretación de los programas iniciales de la campaña de alfabetización y educación fundamental*, por Guillermo A. Medina. Bogotá, 1958. 38 p.
- 15 POSADA, Jaime. *Universidad, democracia y país*. Bogotá, Fondo Universitario Nacional [1957]. 140 p.

A collection of papers and addresses analysing the relation of higher education to the State, by the head of the Fundación Universidad de América.

At the time of writing, the Fondo Universitario Nacional, working body of the Asociación Colombiana de Universidades, had announced an important new series:

- 16 *Estudios para el planeamiento de la educación superior.* To cover, in over 20 volumes, a wide range of topics related to higher education. Some subjects to be dealt with are university legislation of higher education, and teaching methods in specialized subject fields.

[For a bibliography on primary education, see Venezuela 28.]

Educational studies and research

In the past decade a number of surveys have been instigated by the Ministry of Education on contract to private firms, through technical assistance missions, or by the Ministry's own staff. Particular attention has been given to the problems of adequate facilities for rural education, combating the high rate of student withdrawals at all levels, fundamental education to reduce illiteracy, the training of teachers, the augmentation of financial resources to carry out comprehensive reforms, the exploration of new methods of instruction through pilot schools, and the co-ordination of curricula both horizontally and vertically throughout the system.

The principal planning agency is the Ministry's Planning Office, which is chiefly responsible for the co-ordination of research on a national basis. In more specialized areas, research is carried on by individual institutions and educational associations. Of the latter, the most important is the Asociación Colombiana de Universidades [see above].

The current reform programmes of the Government are the culmination of the following three studies:

- 17 INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT. *Bases de un programa de fomento para Colombia; informe de una misión dirigida por Lauchlin Currie*, 2ª ed. Bogotá, Banco de la República, 1951. 713 p.

Chapter 12 gives a survey of the educational situation as found by the investigating mission. Chapter 25 contains its recommendations for administrative and budgetary reforms.

- 18 PRESIDENCIA DE LA REPÚBLICA. COMITÉ NACIONAL DE PLANEACIÓN. *Estudios sobre las condiciones del desarrollo de Colombia; Misión 'Economía y Humanismo'*. Bogotá, Aedita, 1958. 2 vols.

The report of a study made in 1954-56 by a French mission headed by Louis Joseph Lebret (hence sometimes referred to as the Misión Lebret) at the request of the Colombian Government. This exhaustive socio-economic report includes in volume I a long section, 'El Estado y el problema de la educación' analysing factors which have retarded educational development, and proposing measures for improvement. Volume II consists of illustrative charts, graphs, and maps.

The work of the Lebret Mission served as the basis for the following publication:

- 19 MINISTERIO DE EDUCACIÓN NACIONAL. OFICINA DE PLANEACIÓN. *Informe del proyecto para el I Plan Quinquenal*. Bogotá, Centro de Documentación e Información, 1957. 4 vols. in 5.

This ambitious five-year plan touches every phase of education in Colombia and proposes an integrated programme of expanded activity through a reorganization of all administrative departments in the Ministry. The most fundamental recommendations are in the area of financing, where a greatly increased budget is asked for in order to build schools, provide material aid to students and better salaries for teachers, and support a continuous programme of planned educational development.

- 20 CHAVES, José María. *La reforma universitaria en Colombia*. Bogotá, Fondo Universitario Nacional [1957]. 239 p. (Serie 'Reforma Universitaria').

A collection of short studies on university reform, together with a résumé of conclusions emanating from various seminars and conferences sponsored by the Fondo Universitario Nacional during 1956-57.

See also *The Caribbean: contemporary education* [Panama 31] and *Instituições...* [Costa Rica 29].

Textbooks and instructional materials

The largest publishers of textbooks for primary schools are Editorial Voluntad in Bogotá and Editorial Bedout in Medellín. Some of the state printing houses in the provinces also publish texts for the elementary grades. On the secondary and university level most of the texts are commercially issued by many publishers, some of whom tend to specialize in subject fields, e.g., Diario Jurídico and Editorial Temis, both of whom publish mainly law books. A good guide to publishers of all kinds is the

- 21 *Directorio de bibliotecas y editoriales en Colombia*, 2ª ed. Bogotá, Departamento Administrativo Nacional de Estadística, julio de 1960. 52 p. (Its *Boletín*, no. 4).

Publishers are listed alphabetically under states, with the full address and specialty of each.

In the use of audio-visual aids, with some suggestions for acquiring them, the following is useful:

- 22 LÓPEZ GÓMEZ, Carlos. *Los auxiliares audio-visuales*. Bogotá, Centro Interamericano de Vivienda, 1958. 20 p. (Resúmenes de Clase, no. 10).

Education associations

Education associations may be formed freely and are not subject to government control. Many are organized on a state-wide basis, but a few of them are national associations composed of educators teaching on a particular level or in some subject field. Two associations, one for teachers and the other for parents, are religiously oriented. A list of associations will be found in the *International directory of education associations* [International sources 2]. A fuller list is printed as an annex in volume II, no. 5, April/June 1960 of the *Revista colombiana de educación* [28].

Educational journals

The majority of the journals are issued by the Education Departments of the states and their appearance is somewhat sporadic. They are directed principally to teachers to serve as channels of communications for departmental policy and news, and to provide pedagogical information. Borrowed articles are not uncommon. To the list in the *International list of educational periodicals* [International sources 3] should be added the following:

- 23 *Boletín bibliográfico de la Universidad pedagógica de Tunja*, 1958- . Tunja. Bi-monthly.
- 24 *Boletín de la Secretaría de Educación del Distrito Especial de Bogotá*, 1960- . Bogotá. Monthly.
- 25 *Boletín informativo de la Comisión Colombiana de Cooperación con la Unesco*, 1960- . Bogotá. Irregular.
- 26 *Boletín informativo de la Universidad Pedagógica de Tunja*, 1960- . Tunja. Monthly.
- 27 *Paideia*, 1960- . Bogotá. Monthly.
- 28 *Revista colombiana de educación*, 1959- . Bogotá. Quarterly.
This excellent journal published by the Ministry of Education was regrettably obliged to suspend publication at the end of 1960. In view of its high quality its revival is anticipated.
- 29 *Revista interamericana de educación*, 1942- . Bogotá. Monthly.
The official organ of the Confederación Interamericana de Educación Católica (CIEC).

Educational statistics

The Ministry of Education recently established a Sección de Estadística Escolar under the Planning Office which gathers together and organizes the statistics received by the various administrative and technical departments of the Ministry. The section exchanges information with the Departamento Administrativo de Estadística (DANE), the statistical clearing house for all government agencies.

- 30 *Boletín de estadística*, 1957- . Ministerio de Educación Nacional, Sección de Estadística Escolar. Bogotá. Semi-annual.
Each issue of this series gives statistical data on some specific subject relating to education; most of the bulletins have a distinct title, e.g., no. 15 (1958), 'Establecimientos nacionales de educación'.
- 31 DEPARTAMENTO ADMINISTRATIVO NACIONAL DE ESTADÍSTICA. *Anuario general de estadística*, 1905- . Bogotá, 1907- . Annual. (Title varies.)
Produced first by the Departamento de Contraloría. Part I, 'Territorio y población', has a section of educational statistics for the previous years as well as cumulative and comparative figures.
- 32 *Boletín mensual de estadística*, 1951- . Bogotá. Monthly.
In the section 'Culturales' are to be found detailed figures as received. Usually they pertain to a single *departamento* (province) and are cumulated in the *Anuario* listed above.
- The DANE also issues short monographs in an unnumbered series with the general title *Estadísticas culturales*. Those without a subtitle to a large extent repeat the data given in the *Anuario*:
- 33 DANE. *Estadísticas culturales*, 1958. Bogotá, 1960. 67 p.
Pages 10-54 are devoted to statistics and charts by educational level—pre-primary, primary, higher (academic and technical), special (the handicapped and delinquents), and fundamental education for adults. Basic data comprise the types and numbers of establishments, number of students, number of graduates, etc. The population figures of the 1951 census are used as a base, supplemented by later figures where available.
- 34 ——. *Estadísticas culturales; encuesta al personal docente en las escuelas oficiales: I—Resumen nacional*. Bogotá, 1960. 22 p.
Brings together the results of an official questionnaire sent out to all primary school teachers in 1959. The census gives figures for teachers by age, sex, family status, educational background, place of birth, years of service, salary, etc.
- 35 ——. *Resumen de la enseñanza primaria en Colombia*, 1958. Bogotá, Cultural, 1960. 10 p.
A summary of statistics pertaining to primary education during the year.

Education biography

There is no special source for education biography. Though somewhat out of date, the following is still useful:

- 36 *Quién es quién en Venezuela, Panamá, Ecuador, Colombia; con datos recopilados hasta el 30 de junio de 1952.* [Bogotá] Oliverio Perry [1952]. Unpaged. Biographies, with many photographs, are arranged alphabetically by surname within each country. There is a name index and a second index classified by professions. For educators, see 'Pedagogía'. The biographies run from 20 to 100 lines.

A complementary work with the title *Cultura y economía en Colombia, Ecuador, Venezuela* was published by the same firm in 1956. Although it lists numerous educators, the biographical information includes only name, specialty, address and telephone

number. For further biographical particulars, it refers back to the 1952 edition of *Quién es quién* and to its 1953 reprint.

Inter-availability of educational resources

For study by Colombians abroad, the principal liaison agency is the Instituto Colombiano de Especialización Técnica en el Exterior (ICETEX). Its activities, objectives, methods of operation, and a brief history of its founding are described in

- 37 *ICETEX; labores desarrolladas, octubre 22, 1952-octubre 2, 1958.* Bogotá, Imprenta Nacional, 1958. 70 p.

Includes a roster of participants in the programme during the period indicated.

There is no documentation centre as such. The Ministry of Public Education maintains a library to provide information services to the Ministry staff. Though not open to the public, the library will, within the limits of its available personnel and documentary resources, attempt to answer inquiries for information on education in Costa Rica. The library has approximately 2,000 volumes.

- 1 Biblioteca, Ministerio de Educación Pública, Calle 2, Avenida F.G., San José.

Reference works

Beginning with publications for 1956, there is an excellent national bibliography compiled by the Comité Nacional de Bibliografía 'Adolfo Blen' of the Asociación Costarricense de Bibliotecarios:

- 2 *Anuario bibliográfico costarricense*, 1956- . San José. Annual.

Divided into three parts: an author listing, a subject listing, and an analytic index. In the author section, a great many education titles are to be found under the Ministerio de Educación Pública. The subject section enters them under 'Educación' with additional listings under other headings such as the name of the University, 'Escuelas' and 'Universidades'. The listings include pamphlets, books, some publications in series, and a very good representation of government publications. Bibliographic information is very full, and consultation is facilitated by a good combined author-subject index. The number for 1958 was published in 1961, but the association hopes to put the bibliography on a more current basis in the near future.

Other bibliographies which may assist in the search for educational materials are:

- 3 *Boletín bibliográfico de la Biblioteca Nacional*, 1937-55. San José. Irregular.

From time to time the *Boletín* included as a regular feature a list of monographs and periodicals issued in Costa Rica during the previous year. Entry is under personal author or issuing body. No indexes are provided.

- 4 *Bibliografía de Centroamérica y del Caribe*, 1956- . Madrid, 1956-58; La Habana, 1959- . Annual.

This is compiled by the Agrupación Bibliográfica Cubana 'José Toribio Medina' under Unesco auspices. In a subject arrangement it lists books published in the countries of Central America, the Dominican Republic, Cuba, Haiti, and Puerto Rico. The bibliographic information is supplied by participating groups in each of the countries, and coverage is sometimes uneven. There is an index by subject and author. Numbers have been issued (as of 1961) for 1956-58. Reflecting its broadening area coverage, commencing with the 1959 issue the title has been changed to *Bibliografía de América Latina*, since that number will also include Venezuela; Argentina has been included since the 1958 number. Uruguay will be added in 1960.

- 5 UNIVERSITY OF FLORIDA. LIBRARIES. TECHNICAL PROCESSES DEPARTMENT. *Caribbean acquisitions, materials acquired by the University of Florida libraries*, 1957/58- . Gainesville, 1959- . Annual. Processed.

A list of materials on the countries of the Caribbean, including the bordering Latin American republics, published in the region or abroad. Listings are not limited to current works, but recent imprints and latest issues of journals and serial publications predominate. The arrangement is alphabetical by author under broad subject headings. The section on education includes general works, official reports and periodicals.

Among other regional bibliographies which include education titles from Costa Rica is the *Handbook of Latin American studies* [Bolivia 2].

An excellent bibliography for the period 1951-54 may be found below [24].

[For a bibliography on secondary education useful for other aspects, see 21. For a general education bibliography, see Venezuela 6.]

For directory material, see

- 6 'Repertorio cultural de Costa Rica'. In: *Aros* (San José), año 2, no. 5, agosto 1960, p. 3-7.

A directory of academies and cultural associations, professional societies, general and special libraries, institutions of secondary and higher education, technical and vocational schools, cultural schools and organizations, printers, publishers, booksellers, publications (divided by broad subjects) and annual reports. Postal addresses are given for all listings except secondary and technical/vocational schools.

Legislative and policy documentation

The Constitution of 1949 is currently in force. Under Title VII, articles 77 to 89 relate to education. Principal provisions are that primary education is compulsory, and that its cost is to be borne by the State. Pre-primary and secondary education are also free to the student. Liberty of education is guaranteed, but the State has the right of inspection of both public and private education. In cases of need, students may receive assistance for higher studies as determined by the Minister of Public Education.

The Code of Education of 1944 was supplemented by the Fundamental Law of Education (no. 2160 of 25 September 1957), which spells out in detail the objectives and duties of the Government with respect to the system as a whole and to the various levels of instruction, and apportions responsibility between the Minister and the Consejo Superior de Educación (Higher Council on Education) for carrying out the provisions of the law.

- The text of the Constitution may be found in
- 7 MINISTERIO DE GOBERNACIÓN. *Constitución política de Costa Rica, 7 de noviembre de 1949*. San José, Imprenta Nacional, 1955. 146 p.
There is an exhaustive analytic index on p. 77-141.

- The text of the Fundamental Law of 1957 is in
- 8 MINISTERIO DE EDUCACIÓN PÚBLICA. *Ley fundamental de educación*. San José, Imprenta Nacional, 1957. 39 p.
Pages 3-30 review the background of the reform law and its enactment; pages 31-39 contain the text of the law.

- The most complete collection of laws on education, as well as administrative regulations for its implementation, is
- 9 CHACÓN JINESTA, Oscar. *Código de educación, leyes anexas, y ley fundamental de educación*. San José, Imprenta Las Américas, 1957. 238 p.

- For education legislation enacted recently, the best source is
- 10 *Colección de leyes, decretos, acuerdos y resoluciones, edición oficial, 1824-*. San José. Semi-annual. (Title and frequency vary.)

Each issue covers one semester of the legislative calendar and gives the full text of laws passed. The arrangement is chronological. There is no analytic index, but education legislation may be located in the index under 'Cartera de Educación Pública'.

- Legislation and procedural law pertaining to boards of education have been collected in
- 11 MINISTERIO DE EDUCACIÓN PÚBLICA. *Juntas de educación, legislación en vigencia, setiembre de 1958*. San José, Sección de Publicaciones, Ministerio de Educación Pública, 1958. 28 p. Processed.

Laws in force are summarized in extracts from the Fundamental Law of Education, the Code of Education, Code of Civil Procedure, Civil Code, and Penal Code.

See also *Index to Latin American legislation* [Venezuela 20] and, for legislation concerning the university, Tünnermann's work [58].

Administration of the educational system

Costa Rica's centralized system is administered by the Minister of Public Education with the advice of the Consejo Superior de Educación. In the words of one writer, the Minister 'organizes, decides, regulates, inspects, appoints, and controls'. Each province has a Dirección Provincial de Educación Primaria (Provincial Board of Primary Education), while cities and

towns have local boards. There is a system of *visitadores*, or inspectors, responsible to the local boards, and, through them, to the provincial inspectors appointed by the Minister. Primary teachers' salaries are paid by the National Government, but the cost of buildings and maintenance is mainly borne by local authorities.

Secondary schools are administered by semi-independent administrative boards which work closely with the Minister of Public Education. The University of Costa Rica, though financed by the Government, is autonomously administered by its own council and assembly.

The Minister has full power of inspection over all schools, and sets the minimum official curricula.

The annual report of the Minister gives a very full résumé of the year's work on all levels of the educational system and in other cultural establishments for which the Minister is responsible.

- 12 MINISTERIO DE EDUCACIÓN PÚBLICA. SECCIÓN DE PUBLICACIONES. *Memoria del Ministerio de Educación Pública... presentada a la Asamblea Legislativa...* San José, 1887-. Annual. (Title and frequency vary.)

Usually accompanied by a separately issued statistical report [see 41].

The budget for the Ministry is included in

- 13 ASAMBLEA NACIONAL. *Ley de presupuesto general ordinario de ingresos y egresos*. San José. Annual. This gives the annual allocations and monthly quotas for salaries and services, both in summary and in detailed tables, for the administrative subdivisions of the Ministry, and for all individual establishments from the secondary level up. Gross figures are given by district for primary schools.

The principal medium for keeping administrators and teachers abreast of administrative changes, directives, status of current programmes and the like is the Ministry's *Boletín* [36].

Supervision of the educational system is covered in the following:

- 14 MINISTERIO DE EDUCACIÓN PÚBLICA. *Supervisión general de primera enseñanza; guía de supervisión escolar*. San José, Imprenta Nacional, 1956. 36 p.

This is a brief guide for teachers and school inspectors outlining the legal and regulatory requirements of school inspection, and summarizing procedures to be followed.

- 15 ARCE C., Jorge. *Evolución de la enseñanza normal en Costa Rica, datos generales; primera parte*. San José, Ministerio de Educación Pública, Supervisión de Enseñanza Normal, 1957. 114 p. Processed. A study of the development of normal schooling and related problems of regulation and supervision.

- 16 ——. *Reglamento general para las escuelas normales*. San José, Imprenta Nacional, 1958.
The text of *reglamento* (administrative regulation) no. 3 of 24 February 1958, relating to the administration of normal schools.
- 17 SOLERA RODRÍGUEZ, Guillermo. *Manual administrativo de educación*. San José, A. Lehmann, 1956. 116 p.
This handbook for the teacher and administrator provides a concise guide to the laws and regulations on the duties, status, and rights of teachers; salary scales; teacher insurance, pensions and loans; relations with boards of education; and statutes and privileges of the Asociación Nacional de Educadores and other professional organizations.
- 18 UNIVERSIDAD NACIONAL. *Reglamento de la Escuela de Educación*. Ciudad Universitaria, 1960. 44 p. (Publicaciones, Serie Misceláneas, no. 52).
Regulations governing the administration of the School of Education at the National University.

Structure and organization

There are both public and private kindergartens for children of 5 and 6 years. Responsibility for their inspection, encouragement, and development lies with the Dirección de Educación Primaria (Bureau of Primary Education) in the Ministry.

Primary schools are commonly of two types, urban and rural. The full programmes for both are six years, but some rural schools are able to offer only a minimum programme of four years. If these cannot be given concurrently, the law requires that two grades be conducted alternately. A student must complete the full six years to enter secondary school.

The reform law of 1957 made extensive changes in the organization of secondary education. The *primer ciclo* (basic general course) is of three years duration, with a second cycle of two years of specialization in the arts, sciences, or vocational subjects leading to the baccalaureate degree for entrance into the university or the higher normal school. There are also three-year *escuelas complementarias* (complementary schools) offering a combined general/vocational terminal course.

Higher education may be pursued in the two-year normal schools, the three-year nursing schools, or the National University. The normal schools provide primary school teachers; secondary schools require a university degree of their teachers, but at present a number of primary school teachers having no degree but considerable experience are teaching at the secondary level. To assist non-degree teachers in obtaining further training and official certification by means of special programmes, the Government in

1955 passed Decree no. 1963 establishing the Instituto de Formación Profesional del Magisterio (Institute for the Professional Training of Teachers).

A literacy campaign, as well as other programmes of fundamental education, has been conducted for several years through the Sección de Educación Fundamental (Section on Fundamental Education), part of the Ministry's Department of Research and Planning, working closely with the General Supervision of Primary Education and the Unesco Technical Assistance Mission.

- 19 CORTÉS CHACÓN, Rafael. *Necesidad de una reorganización del sistema educativo costarricense*. San José, Escuela Superior de Administración Pública de América Central, 1957. 199 p.

An able historical survey and analysis of present tendencies and problems, buttressed with extensive statistical documentation, and including a good bibliography. Among the author's recommendations are the proposal to enlarge the number and raise the level of rural schools, creating new types of schools to meet an ever growing demand for trained technicians and teachers, the adoption of measures to reduce the high rate of student withdrawals, and an intensification of programmes in fundamental education.

- 20 PITTMAN, Marvin Summers. *Algunos problemas educativos de Costa Rica; investigaciones, análisis y recomendaciones*. San José, Ministerio de Educación Pública, 1954. 95 p. Processed.

A report on the state of education in Costa Rica, with special emphasis on the need for reform of the secondary school system. The author, head of the Unesco Technical Assistance Mission, made the report at the request of the Minister of Public Education. Many of the author's recommendations, such as the revision of secondary school programmes, the creation of specialized vocational-technical schools distinct from the five-year schools, and setting up new centres for the training of secondary school teachers were all subsequently embodied in the reform law of 1957.

[For material on primary education, see Venezuela 28.]

- 21 MINISTERIO DE EDUCACIÓN PÚBLICA. *Informe sobre el estado actual de los trabajos de reforma de la segunda enseñanza costarricense*. San José, 1958. 457 p.

A very full report by the Office of Technical Supervision of Secondary Education on problems of secondary instruction. Part 1 comprises general considerations, background and bases of reform, and a progress report on work accomplished. Part 2 deals with the status of curriculum revision in specific subjects. Part 3 is a bibliography on secondary education in Costa Rica, prepared by Luis Ferrero Acosta. Its 42 pages are a model of bibliographic organization and description, noting books, pamphlets, journal and periodical articles, and government documents. In some areas, such as statistics and legislation, it provides much incidental information on sources pertaining to other levels and aspects of the educational system than the secondary.

Also on the subject of reform of secondary education are

- 22 CURSO DE PERFECCIONAMIENTO PARA PROFESORES DE SEGUNDA ENSEÑANZA, 1º, San José, 1957. *Conclusiones y recomendaciones sobre la segunda enseñanza costarricense*, 1957. San José, Ministerio de Educación Pública, Sección de Publicaciones, 1958. 91 p. Processed.
- 23 —. 2º, San José, 1958. *Conclusiones y recomendaciones sobre la segunda enseñanza costarricense*, 1958. San José, Ministerio de Educación Pública, Sección de Publicaciones, 1958. 73 p. Processed.
- Both of these contain a summary of discussions and final acts of these important meetings.

In the field of rural, secondary, vocational, and teacher education, a valuable progress report is

- 24 KARSEN, Sonja. *Desenvolvimiento educacional de Costa Rica con la asistencia técnica de la Unesco, 1951-1954*. San José, Ministerio de Educación Pública, 1954. 175 p. Processed.

Gives a history, description, and evaluation of the Unesco technical assistance programmes. Well documented and with an extensive bibliography (p. 158-75) of published and unpublished monographs, and of articles appearing in the principal Costa Rican dailies and journals. For the period covered, this bibliography is one of the best available, providing, as it does, material on all aspects of education in the country.

On university reform and its implications for the secondary school system, see

- 25 'La Universidad y la reforma de la educación, en particular de la segunda enseñanza'. In: *Revista de la Universidad de Costa Rica* (San José), no. 18, junio 1959, p. 5-154.

Contains three lengthy and important studies by Carlos Monge Alfaro, J. J. Trejos Fernández, and the rector of the university. All of them emphasize the need for planning a coherent programme of studies at the secondary level which will prepare the student for specialization at the university level.

Programmes of study in the sciences and for vocational schools may be found in the following:

- 26 MINISTERIO DE EDUCACIÓN PÚBLICA. *Programas de ciencias*. San José, 1958. 128, 608-52 p.
- Summarizes the secondary science programmes of 1939 and 1951, and gives the revised programmes now in force. From p. 55 the book is given over to work units and methods studies. Pages 608-52 are a work unit on water and life.
- 27 —. SECCIÓN DE EDUCACIÓN VOCACIONAL. *Plan de estudios y programas de educación vocacional*. San José, 1957.

For programmes of study in the university, see

- 28 UNIVERSIDAD DE COSTA RICA. *Planes de estudio, requisitos y descripción de los cursos, 1959-1960*. San José, 1959. 210 p.

The university issues its catalogue annually, although the title and publisher vary. A detailed description is given of all course offerings, and there is a good deal of reference material on entrance requirements, degrees granted, fees, etc.

The addresses, heads, date of establishment, objectives, publications, and teaching staff of the schools and colleges of the university are given in summary fashion in

- 29 CENTRO LATINO-AMERICANO DE PESQUISAS EM CIÊNCIAS SOCIAIS. *Instituições de ensino e pesquisa; Uruguay, Colombia, Costa Rica*. Rio de Janeiro, 1960. 36 p. Processed. (Publicação no. 13.)

The directory also includes the Escuela de Administración Pública de América Central (ESAPAC) and the Interamerican Institute of Agricultural Sciences. There are indexes by institution, persons and disciplines.

Educational studies and research

There is no single co-ordinating body for educational research in Costa Rica. In recent years research has been carried out more or less independently by the Departamento de Investigaciones y Planeamiento of the Ministry, by the Unesco Technical Assistance Mission working with various bodies in and out of the Ministry, by the Instituto Interamericano de Ciencias Agrícolas of the Organization of American States, and by the Escuela Superior de Administración Pública de América Central. Much of the attention has been directed to problems of fundamental education, of reform of the secondary school system, and, in the case of the Instituto Interamericano de Ciencias Agrícolas, to formal and informal training in agriculture and domestic economy. Costa Rica, together with the other member states of the ODECA (Organización de Estados de Centro América), has also participated actively in studies and surveys looking toward a co-ordination of the educational programmes of all of the Central American States. [For this aspect, see 46.] The results of this activity are embodied in serial reports and monographs, some of which will be found in this chapter in the appropriate subject sections [e.g., items 19, 48, 52 and 57].

See also *Introducción al estudio comparado...* [53] and *The Caribbean: contemporary education* [Panama 31].

Textbooks and instructional materials

A directory of printers, publishers and booksellers will be found in the 'Repertorio cultural de Costa Rica' [6]. Specialization is not indicated.

For a shorter and older list of publishers and book-sellers, see the *Directorio de librerías y casas editoriales*... [Bolivia 23].

The use of audio-visual aids has not reached a high development as yet. Very recently there has been established the

- 30 DEPARTAMENTO DE AYUDAS AUDIOVISUALES
Ministerio de Educación Pública, Calle 2, Avenida F.G., San José.

Its functions are to collect, evaluate, and produce audio-visual materials for use in the schools. Information as to available materials and sources of supply may be requested from the Department.

Education associations

The most important of the national associations is the

- 31 ASOCIACIÓN NACIONAL DE EDUCADORES (ANDE)
Calle A.V./2 Ave. 5 (Apartado 2938), San José.

Established in 1942; has professional functions. Most of the regional associations are affiliated with the ANDE. It publishes a journal [35], and since 1945 has issued irregularly a report on its annual conference:

- 32 ASOCIACIÓN NACIONAL DE EDUCADORES. *Conferencia anual de educación*. San José, 1945-. Annual (irregular).

[For the association's statutes and other information, see 17.]

Secondary school teachers have formed their own association:

- 33 ASOCIACIÓN DE PROFESORES DE SEGUNDA ENSEÑANZA
San José.

Organized on a denominational basis is the

- 34 FEDERACIÓN DE COLEGIOS CATÓLICOS DE COSTA RICA
Curia Metropolitana, San José.

Educational journals

There are several educational journals, although all of them tend to be somewhat irregular in their appearance.

- 35 ANDE, 1943-. San José. Irregular.

The initials of the title represent the Asociación Nacional de Educadores [31]. The journal was first issued in 1943, appeared sporadically, and then was suspended for several years. It reappeared in 1958, with a new numbering beginning with vol. 1, no. 1. It contains news items and articles of professional interest on teaching methods, current problems, etc.

- 36 *Boletín*, 1956-. San José. Monthly (irregular).

This is the official organ of the Ministry of Public Education. It is a slim, processed publication of about 20 pages per number. Typically it includes directives of the Minister, brief progress reports on special programmes, notes on new legislation, and selected statistics.

- 37 *Correo pedagógico*, 1959-. Ciudad Universitaria. Monthly (irregular).

Issued by the Faculty of Education of the University of Costa Rica, this tabloid informational publication is made up of two brief sections. The first contains news items and some short general articles. The second section is an insert of five or six pages on some special topic such as kindergartens, or supplementary classroom teaching materials for elementary schools.

- 38 *Educación*, 1955-. San José. Bi-monthly.

A substantial journal which varies considerably in content from issue to issue. Some numbers contain long general articles on education, technical studies in teaching methods and curricula, summaries of the findings and recommendations of conferences, and news items of interest to educators. Other issues are exclusively literary in character, some of them being devoted entirely to rendering homage to illustrious national figures in the field of culture.

- 39 *I.F.P.M.*, 1957-. San José. Irregular.

Published by the Instituto de Formación Profesional del Magisterio, Ministry of Public Education, Calle 2, Avenida F.G.

- 40 *Revista de la Universidad de Costa Rica*, 1945-. (Formerly San José, now Ciudad Universitaria). Quarterly.

Although this is a general cultural journal with a university orientation, it frequently contains important articles on educational topics. Some entire issues are devoted to one subject, e.g., no. 18 [25].

Educational statistics

The Ministry of Economy and Finance has as one of its agencies the Dirección Nacional de Estadística y Censos (National Bureau of Statistics and Census) for the co-ordination of all national statistical activities. Statistics for education are collected and organized by the Sección de Estadística (Statistics Section) of the Ministry of Public Education. The most important publication in the field is the

- 41 MINISTERIO DE EDUCACIÓN PÚBLICA. *Estadísticas de educación*. San José. Annual.

This appears as a separately published supplement to the annual report of the Minister. Very comprehensive and detailed, it gives information on number of establishments, students, and teachers for all levels and geographic areas, frequently with comparative tables for earlier years.

A selection of statistics, most of which usually appear in the item above, are included in

- 42 DIRECCIÓN NACIONAL DE ESTADÍSTICA Y CENSOS. *Anuario estadístico de Costa Rica*, 1886-. San José. Annual.

- 43 UNIVERSIDAD DE COSTA RICA. DEPARTAMENTO DE REGISTRO. *Estadísticas universitarias*. San José, 1957-

The first number of what was projected as an annual series is limited to statistics of first-year students (by faculty and place of origin) for 1956. Subsequent issues were to have a broader scope and to include figures for all enrolment levels.

Education biography

There is no current *Who's who*, nor any biographical compilation on educators. A list of accredited teachers giving their position, professional status, rank, and salary will be found in

- 44 GÁMEZ SOLANO, Uladislao. *Escalafón docente titulado de la República de Costa Rica*. San José, Ministerio de Educación Pública, 1958. 101 p.

More specific information should be requested from the

- 45 JUNTA DE CALIFICADORES DE PERSONAL DOCENTE
Departamento de Personal y Servicios Administrativos, Ministerio de Educación Pública, San José. Information about members of the Asociación Nacional de Educadores may be requested from the association [31].

Inter-Central American Co-operation

Under the auspices of the Cultural and Educational Council of the Organization of Central American States (ODECA), the republics of Central America have been engaged in a continuous task of educational co-operation since 1956. In December of that year the council formulated its plan of action, and a working plan on the basic unification of educational systems, plans and programmes. The basic plan has 20 objectives in the field of education, the most important being to extend and improve pre-primary education, to make primary education universal, compulsory and cost-free to the student, to extend these same principles to secondary education, to establish and stimulate the interchange of students, teachers and specialists, to effect comparative studies and research in the systems of the member states, and to convoke meetings of educators to resolve problems related to their interests.

The working plan laid down a schedule of specific activities projected for 1957 and 1958. It included the formation of national committees to study rural education and primary urban schooling as a basis for the calling of seminars to consider problems in

those areas. Since then the council has broadened its scope to include secondary, vocational and rural education. The seminars have made available a number of detailed reports on the educational systems of the separate countries, comparative studies, and a comprehensive series of recommendations for individual and collective action.

The ODECA has worked closely with educational representatives of Unesco, the Organization of American States, and the International Co-operation Administration of the Government of the U.S.A.

In the field of higher education the focus of inter-Central American co-operation has been the Consejo Universitario Centroamericano (University Council of Central America), a permanent secretariat created in 1948 by the Confederación de las Universidades de Centroamérica (Confederation of Central American Universities). The council is made up of representatives of participating institutions and holds regular sessions every two or three years.

Mention may also be made of the Inter-American Institute of Agricultural Sciences located at Turrialba, a specialized agency of the Organization of American States. Although the institute has a wider scope than the Central America region, Costa Rica and her neighbouring states have been among the principal beneficiaries of the institute's facilities and programmes by virtue of its proximity and the immediate applicability of its experiments to Central American soil and climatological conditions.

General

- 46 ORGANIZACIÓN DE ESTADOS CENTROAMERICANOS. SECRETARÍA GENERAL. *Hacia la integración educacional de Centro América*. Guatemala, 1959. 376 p. (Biblioteca del Pensamiento centroamericano. Colección de Estudios pedagógicos, no. 1).

Contains the final acts of the seminars sponsored by the council from 1957 to 1959. The reports are arranged in the following order: Integral rural primary education (1958); Rural normal schools (1957); Urban primary schools (1958); Vocational and technical education (1957); Secondary education (1958). Fuller reports issued for each of the seminars are listed below under the appropriate subject heading.

- 47 ANZOLA GÓMEZ, Gabriel. *Notas para un estudio comparado de los sistemas educativos de Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua y Panamá; tendiente a la unificación de planes y programas en los niveles pre-escolar, primario y medio*. Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, Oficina del Consejo Regional de la Unesco para Centro América y Panamá, 1956. 243 p. Processed.

A comparative study of the educational organization and programmes compiled at the request of the First Meeting of Ministers of Education of Central America and Panama (Guatemala, 1955). The report is based on constitutional provisions, pertinent laws, official reports, syllabuses and printed programmes of study, and personal information obtained from educational authorities in the countries concerned. It is divided into two parts: Part 1 is a country-by-country description of pre-primary, primary, secondary and vocational/technical schools; Part 2 embodies the author's conclusions as to the existing bases for co-ordinating the educational systems of the six countries and his recommendations for methods of adjusting differences.

- 48 ORGANIZACIÓN DE ESTADOS CENTROAMERICANOS. SECRETARÍA GENERAL. DEPARTAMENTO DE ASUNTOS CULTURALES. CONSEJO CULTURAL Y EDUCATIVO. *Proyecto de convenio centroamericano sobre unificación básica de la educación*. San Salvador, Oficina Centroamericana, 1960. 26 p. Processed.

A project for an international convention to which Guatemala, El Salvador, Honduras, Nicaragua and Costa Rica are to be signatories. Its object is to formulate an organic system of primary and secondary education which will meet the needs of the participating countries, facilitate the exchange of students and teachers, make possible co-operative programmes of development, simplify relations with other international organizations in the educational fields, and provide a propitious atmosphere for the eventual reunification of the Central American Confederation.

Primary and secondary education

- 49 SEMINARIO DE EDUCACIÓN PRIMARIA URBANA DE CENTROAMÉRICA Y PANAMÁ. 1º, Managua, 1958. *Informe final*. Managua. Organización de Estados Centroamericanos, 1958. 251 p. Processed.

Proceedings, resolutions and recommendations of the First Seminar on Urban Primary Education.

- 50 SEMINARIO CENTROAMERICANO DE EDUCACIÓN SECUNDARIA. 1º, San Salvador, 1958. [Acta final]. San Salvador, Ministerio de Cultura, 1959. 204 p.

Proceedings and final act of the First Central American Seminar on Secondary Education.

Vocational and technical education

- 51 SEMINARIO CENTROAMERICANO DE EDUCACIÓN VOCACIONAL Y TÉCNICA. 1º, Guatemala, 1957. *Acta final aprobado en la sesión plenaria del 23 de junio de 1957*. Guatemala, Organización de Estados Centroamericanos, Consejo Cultural y Educativo, 1957. 80 p. (Publicaciones del Departamento de Producción de Material Didáctico, no. 41).

Contains the seminar's recommendations on the general organization of vocational education, and specific recommendations on agricultural, commercial, industrial and domestic training. Appendixes contain resolutions, final agreements and a roster of participants. Panama was not represented at the seminar.

Rural education

- 52 SEMINARIO CENTROAMERICANO DE EDUCACIÓN RURAL INTEGRAL DE CENTROAMÉRICA Y PANAMÁ. 1º, Guatemala, 1958. [Acta final]. Guatemala, Dirección General de Desarrollo Socio-Educativo Rural, Ministerio de Educación Pública [1958]. 53 p. (At head of title: Organización de Estados Centroamericanos, Consejo Cultural y Educativo).

Teacher education

- 53 ANZOLA GÓMEZ, Gabriel. *Introducción al estudio comparado sobre escuelas normales urbanas de la región del istmo centroamericano*. San Salvador, Casa Centroamericana, 1959. 60 p. Processed.

This study sponsored by ODECA and Unesco describes the urban normal schools of the Central American republics (including Panama). The current official curricula are summarized for each country, then compared from the standpoints of objectives, organization and execution.

- 54 SEMINARIO CENTROAMERICANO DE EDUCACIÓN NORMAL. 1º, David, 1960. *Memoria*. Panamá, Ministerio de Educación, Departamento de Bellas Artes y Publicaciones, 1960. 141 p.

The final report of the seminar sponsored by the Government of Panama and ODECA. The resolutions and recommendations relate to organization of teacher training systems, curriculum revision, training for teachers in service, and the status of teachers in relation to the Government and the community.

- 55 SEMINARIO DE ESCUELAS NORMALES RURALES PARA CENTROAMÉRICA Y PANAMÁ. 1º, Comayagüela, 1957. *Informe*. Tegucigalpa, Ministerio de Educación Pública, 1957. 97 p.

Resolutions and recommendations for the extension and qualitative improvement of rural normal training. A short appendix on the function of the rural primary school, and a list of delegates.

Higher education

- 56 CONSEJO SUPERIOR UNIVERSITARIO CENTROAMERICANO. *Memoria, 1949-1959*. León, Secretaría Permanente del Consejo Superior Universitario Centroamericano, 1959. 227 p. (Publicaciones, no. 1).

Gives the background on the creation of the council, its constitution, the resolutions and recommendation of the First Central American University Congress, and the final acts of the council's first four ordinary sessions and the first extraordinary session.

- 57 ——. *Primer censo de la población universitaria centroamericana, 1959*. León, Secretaría Permanente del Consejo Superior Universitario Centroamericano, 1960. (Publicaciones, no. 4).

Statistical tables giving the total university enrolment by countries, enrolment in colleges and schools by year, and distribution of students by sex and nationality.

- 58 TÜNNERMANN BERNHEIM, Carlos. *Exposición comparada de las leyes orgánicas de las universidades centroamericanas*. León, Secretaría Permanente del Consejo Superior Universitario Centroamericano, 1960. 104 p. Processed. (Publicaciones, no. 5).

A subject approach is utilized to compare Central American universities from the standpoint of history, autonomy, objectives, administration, student participation in university government, and financial and physical resources. The bases for comparison are most frequently the specific provisions of the constitution and organic laws and statutes relating to the university.

A documentation centre was inaugurated in October 1959 under the joint auspices of the Ministry of Education and Unesco:

1 CENTRO DE DOCUMENTACIÓN PEDAGÓGICA

Centro Regional de la Unesco, Vedado, La Habana. The centre's functions are to acquire and organize books, journals and other publications on education in general and more especially those related to Unesco's Major Project on the Extension and Improvement of Primary Education in Latin America; to collect textbooks and audio-visual materials produced in the region; and to compile a national and international bibliography of educational works to be found in the libraries of Cuba. The centre is both a national and a general Latin American clearing house for educational information.

Reference works

2 *Anuario bibliográfico cubano, 1937- .* La Habana, Ediciones Anuario Bibliográfico Cubano, 1938- . Annual.

The *Anuario*, edited by Dr. Fermín Peraza, constitutes the national bibliography, recording books and pamphlets issued in Cuba on all subjects, and those published abroad which relate to Cuba. It is divided into two parts, with entries in Section A arranged by author, and in Section B by subject. There is a combined personal name, subject and title index, and an addenda section of earlier imprints not listed in preceding numbers of the work. Publication of issues after 1958 has been delayed.

3 *Revista de la Biblioteca Nacional José Martí, 2ª ser., 1949- .* La Habana. Quarterly.

Formerly (prior to 1959) entitled *Revista de la Biblioteca Nacional*, this journal has a section listing materials received on legal deposit and catalogued by the National Library during the preceding quarter. Entries are arranged by author. The scope of the section is not as wide as in the *Anuario* [2] and representation of government publications is poor. As of mid-1961 no numbers of the *Revista* subsequent to 1959 had appeared.

Recent Cuban publications are also indexed selectively in the *Bibliografía de Centroamérica y del Caribe and Caribbean acquisitions . . .* [Costa Rica 4 and 5], in the *Handbook of Latin American studies* [Bolivia 2] and in *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The current legal basis of education is the Fundamental Law promulgated by the Council of Ministers of the Revolutionary Government on 7 February 1959. The provisions relating to education are contained in title V, and are summarized as follows. Article 47, teaching is unrestricted; Article 48, elementary education is compulsory for minors of school age and shall be provided by the State without pre-

judice to the co-operative educational responsibilities entrusted to municipal initiative; pre-primary, primary and vocational education shall be gratis when provided by the State, province or municipality: necessary school supplies will also be free of charge to the student; lower secondary and all higher education given in public establishments shall be gratis; Article 49, the State shall maintain adult schools, of which one purpose is to abolish illiteracy; Article 50, the State shall maintain normal schools; Article 52, public education shall be provided for in the budgets of the national, provincial and municipal governments; the educational system is under the technical and administrative direction of the Minister of Education; Article 53, the University of Havana is autonomous; Article 55, public education will be secular, and private establishments will be subject to State regulation and inspection.

For the complete annotated text, see

4 D'ESTÉFANO PISANI, Miguel A., ed. *Ley fundamental del 7 de febrero de 1959, anotada y concordada con la Constitución de 1940, sus leyes complementarias y jurisprudencia fundamental.* La Habana, Jesús Montero, 1959. 104 p. (Colección legislativa cubana, vol. 9).

An English translation of the text of the law, without commentary or index, is contained in

5 *Fundamental law of Cuba, 1959.* Washington, Pan American Union, 1959. 86 p.

The reform laws of 1959 have been collected in the following:

6 SÁNCHEZ ROCA, Mariano, ed. *Nuevo ordenamiento legal de la enseñanza, legislación revolucionaria del Ministerio de Educación.* La Habana, Editorial Lex, 1960. 735 p.

Contains the text of the Fundamental Law of 7 February, Law no. 76 of 13 February, Law no. 367 of 2 June, Presidential Decree no. 2099 of 13 October, Law no. 680 of 23 December (all 1959) and numerous other legal dispositions on the educational system and on cultural institutions under the Minister of Education. Part IV comprises legislation relating to higher education.

These and subsequent laws are contained in

7 *Leyes del Gobierno provisional de la revolución, no. 1- , enero 1959- .* La Habana, Editorial Lex. (Folletos de divulgación legislativa). Monthly.

Each pamphlet presents chronologically the text of the laws passed during the month indicated.

Consultation of this series is facilitated by the

8 *Índice anual de la legislación revolucionaria, 1959- .* La Habana, Editorial Lex. Annual.

An alphabetical subject index, citing the name and date of the law, and the volume and page in the *Leyes* where the text may be found.

An index to the official gazette is published in card form:

- 9 *La legislación al día, 1952- .* La Habana, Ediciones Anuario Bibliográfico Cubano.

Each card bears a subject heading. The body of the card summarizes briefly the content of the law and cites the place in the gazette where the full text may be found. Since January 1961 the cards have been issued by Dr. Fermín Peraza, from his new address: apartado 1307, Medellín, Colombia.

A compilation in book form which provides essentially the same service as the preceding but is issued at longer intervals is

- 10 SÁNCHEZ ROCA, Mariano, ed. *Compilación ordenada y completa de la legislación cubana.* La Habana, Editorial Lex. Irregular.

Vol. IV, covering the years 1951-58, was published in 1960. Earlier volumes cover 1899 to 1950. This is an index to the official gazette with entries arranged in chronological order. Within each year each legislative act is assigned a number to which reference is made in the 200-page subject index. The main entry identifies the law, summarizes its substance, and cites its appearance in the *Gaceta oficial*.

The *Index to Latin American legislation* [Venezuela 20] may also be consulted.

Older compilations of educational legislation which are still useful for historical and comparative purposes are the following:

- 11 FEBLES MONTES, Manuel; PEREZ CABRERA, José Manuel. *Legislación de la enseñanza secundaria y especial.* La Habana, Editorial Minerva, 1943-44. 3 vols.

A collection of legislation on secondary education in force at the time of publication. Volume I also includes laws relating to the Ministry of Education, the National Educational and Cultural Council and other administrative and technical bodies. There is an analytic index for each volume.

- 12 OTERO MASDEU, Lisandro; VALDÉS DE LA PAZ, Osvaldo. *Código escolar*, 3ª ed. La Habana, Fernandez, 1947. 693 p.

A compendium of educational laws from 1900 to 1947. Includes orders of the First Provisional Government, school laws, regulations for primary, rural and technical schools, laws on private schools, regulations concerning student withdrawals. The texts are grouped into broad subject sections with a table of contents and brief subject index for each section.

Administration and organization

The system of education has undergone substantial reforms since early 1959, shortly after the Revolutionary Government took office. The description

below is based on the Fundamental Law of Education and Law no. 76 of February 1959 [4] and the lengthy address by the Minister of Education, delivered in November of the same year [13].

One of the principal objectives of the reform is the decentralization of the educational system. The head is the Minister of Education, who has final authority for general policies, programmes and national standards in respect of curricula, teaching methods, content and quality of instructional materials, school administration, accreditation of teachers and adequacy of school buildings and classrooms. Administrative functions are delegated to provincial departments of education and, below them, to local municipal departments. Provincial department directors are appointed by the Minister of Education; they supervise all educational activities and appoint the municipal councils of education which have direct responsibility for town schools. The councils, whose organization and composition is provided for in Law no. 76 of 13 February 1959, shall be made up of representatives of workers' and rural groups, associations of parents and citizens, and the active classes of the community. It should be noted that Article 183 of Presidential Decree no. 2099 of 13 October 1959 emphasizes the ultimate authority of the Minister by stating that the Minister of Education may for just cause and within 30 days revoke any resolution, agreement or disposition made by the provincial or municipal departments.

To summarize, the administrative hierarchy, in descending order, is: the Minister of Education, Provincial Director, Municipal Director, Inspector, School Superintendent or Director, and teacher.

Education is compulsory from the age of 6 to 12 and to the sixth grade of primary school. The Government hopes to extend this period through the basic secondary level. Public schooling is free in primary and vocational/technical schools, and at the university level.

Pre-primary education is imparted in kindergartens for children from 3 to 5 years old. The last year is designed as a link with the first grade of primary school, enabling the child to adapt himself without difficulty.

Primary school comprises six grades in both rural and urban schools. In rural schools with limited resources, the six grades may be divided into three courses of two years each; preparatory (grades 1 and 2), intermediate (grades 3 and 4), and higher (grades 5 and 6). For boys who reach the fourth grade and are unable to continue academic studies, the Government seeks to provide practical and

apprentice training in manual, agricultural and industrial schools; girls will learn the skills and crafts suitable to the home and womanhood. These schools are designed also to enable the student to complete his primary education at the same time that he develops practical skills.

The new programme of secondary education is divided into two phases. The first three years of basic instruction are obligatory for any student intending to acquire specialized training at an advanced level. The second phase, also of three years, may be given over to pre-university, professional or vocational training. These are offered in pre-university institutes, primary normal schools, schools of fine arts, commerce, and land surveying, or in industrial and agricultural institutes.

University studies require six years of secondary education, whether academic or technical. The programmes vary from one faculty to another, and from institution to institution.

- 13 MINISTERIO DE EDUCACIÓN. *Mensaje educacional al pueblo de Cuba*. La Habana, Departamento de Relaciones Públicas, 1960. 122 p.

The short address delivered by Dr. Armando Hart Dávalos in the House of Representatives on 9 November 1959 is followed (p. 27-122) by the text of his discourse on educational reform given on 30 November 1959 at Santiago de Cuba. The titles of some of the chapter headings indicate the scope of the speech: Integral nature of the reform; Education, society and the state; The Present state of education in Cuba; Principles and ideals of the national system of education; Structure of the national system; Organization, content and methods; Educational planning; Principles of the organization of the teaching profession; The State and private schools.

See also *The Caribbean: contemporary education* [Panama 31] and *Bibliografía de la educación primaria* [Venezuela 28].

Textbooks and instructional materials

The provisions of Law no. 479 of 29 July 1959, require that textbooks used in public schools be approved by the Minister of Education. The Government did not impose the use of any textbook on private schools. Mimeographed texts are prohibited; if needed, the Government will have such works printed. In the interests of keeping the cost of commercially produced primary and secondary texts as low as possible, a pricing schedule is established. To reduce cost further and at the same time maintain a more effective control over the quality and content of textbooks, the Imprenta Nacional (National Printing House), created by Law no. 187 of 31 March

1959, has as one of its responsibilities the publishing of official texts; these are to have priority over all other publications. The Government hopes to supply the necessary primary and secondary textbooks free of charge as soon as resources permit; in the past the student has been required to bear the cost of his books.

As a matter of policy, the Government seeks to lessen the role of the textbook in classroom instruction, feeling that it too often inhibits the initiative and flexibility of the teacher and encourages rote learning on the part of the student [13].

A list of printers, publishers and booksellers is to be found in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

For information on audio-visual materials, inquiries may be directed to the Centro de Documentación Pedagógica [1].

Education associations

For a list of associations as of 1960, see the *International directory of education associations and Teachers' associations*... [International sources 2].

Educational journals

A list of current educational periodicals as of 1956 may be found in *An International list of educational periodicals* [International sources 3].

Educational statistics

The focal point for collection of national statistics in all fields is the

- 14 Dirección General de Estadística
Government and private agencies are required to forward statistical information to this Bureau of Statistics for arrangement and publication in the *Anuario* [see 16].

Like most government agencies, the Ministry of Education has its own statistical centre:

- 15 Departamento de Censo y Estadística General
This Department of Census and General Statistics co-ordinates information gathered by the various departments of the Ministry.

Following are some of the most important statistical publications:

- 16 MINISTERIO DE HACIENDA. DIRECCIÓN GENERAL DE ESTADÍSTICA. *Anuario estadístico de Cuba*. La Habana. Annual.

Each edition of this bulky compilation has a section on education, usually giving the total and average enrolment and average daily attendance in primary schools; number of schools, classrooms and teachers, by province; enrolment in public and private primary night schools; number of secondary schools by type; secondary student enrolment; number of teachers in secondary schools; enrolment in special schools (correctional, for the blind, etc.); and selected statistics for higher education.

- 17 MINISTERIO DE EDUCACIÓN. DEPARTAMENTO DE CENSO Y ESTADÍSTICA GENERAL. *Estadística general de la enseñanza oficial y autorizada*. La Habana. Annual (irregular).

Contents vary; some numbers include data for private schools, while others do not. Typically, the information provided is broken down by instructional levels—primary, secondary and higher. Average enrolment, number of establishments, teachers and graduates are given for each. Data for primary schools are further divided by sex and grade.

- 18 ——. SUPERINTENDENCIA GENERAL DE LA SEGUNDA ENSEÑANZA. *Estadísticas de los centros secundarios*. La Habana. Annual (irregular). Processed.
The annuals for the 1955-56 and 1956-57 school years give the

enrolment by province and sex for all private and public secondary schools. Figures for teachers are not included.

- 19 ——. DIRECCIÓN GENERAL DE EDUCACIÓN RURAL. *Anuario estadístico de la enseñanza rural*. La Habana. Annual (irregular). Processed.

Gives number of rural schools and classrooms, number of teachers, enrolment by age and sex, and number of students graduated, by age and sex. In most instances the figures are given by province or school district.

Education biography

- 20 PERAZA SARAUSA, Fermín, ed. *Personalidades cubanas*. La Habana, Ediciones Anuario Bibliográfico Cubano, 1957-59. 7 vols. Processed.

The principal source for current biography. A short-entry *Who's who* in a continuous alphabetical arrangement from vols. 1 to 6. Volume 7 is an A-Z supplement of additional names. The entries run from 3 to 20 lines, the longer giving such information as date and place of birth, education, professional career and publications of the biographee. There is no index by profession, but many educators are included.

The documentation of this chapter relates chiefly to the educational system in operation in 1960, when Cyprus became an independent republic. It includes also the transitional laws [5, 6] and reports of the Education Offices (Greek, Turkish and Joint) issued since that date.

Reference works

- 1 *Census of population and agriculture, 1946. Report and tables by D. A. Percival, Superintendent of census.* London, Crown Agents for the Colonies, [1949].
Includes tables of literacy, statistics of secondary schools, etc.
- 2 *Middle East, 1961*, 8th ed. London, Europa Publications [1961].
A survey and a directory; Cyprus (p. 65-82) includes the Constitution of 1960, lists of newspapers, journals, learned societies, libraries and a general bibliography.
- 3 UNITED KINGDOM. COLONIAL OFFICE. *Cyprus; report, 1946-59.* London, HMSO. Annual. Bibliography.

[See also United Kingdom territories, general.]

Legislative and policy documentation

- 4 *Statutes, laws*, rev. ed. 1959.
Statutes, laws, 1960- . Annual.
- 5 *Greek-Cypriot education (Transitional arrangements) law, 1959.*
- 6 *Turkish-Cypriot education (Transitional arrangements) law, 1959.*

Under the present constitution, each community, Greek and Turkish, elects its own communal chamber which is responsible legislatively and administratively for all matters concerning the respective community's education. (*Statesman's year-book*, 1960, p. 232.)

New laws are being enacted by the Turkish Communal Chamber. Official instructions to Turkish schools are issued through the Turkish Education Office [8].

Administration of the educational system

For an outline of the educational system in the period preceding the achievement of independence in 1960, see *World survey of education* [International sources 8].

Under the present system there are a Turkish Education Office and a Greek Education Office, responsible

for the education of the Turkish and the Greek communities respectively.

The education of minorities, inter-communal education and the centralized educational functions of government are under a Department of Joint Educational Services which is staffed by both communities.

Up to August 1960, annual reports in English were issued by the Department of Education; these have now been replaced by reports from the:

- 7 Greek Education Office, Nicosia.
- 8 Turkish Education Office, Nicosia.
- 9 Department of Joint Educational Services, Nicosia.

Structure and organization

For the organization of the educational system before 1960, see

- 10 WEIR, W. W. *Education in Cyprus.* Nicosia, Cosmos Press (Printer), 1952. xix+312 p.
An account of theories and practices in education in Cyprus since 1878.

Under the present organization the Greek and the Turkish communities both provide the following educational facilities: elementary schools, government maintained, aided or unaided, which offer generally a six-year course; secondary schools offering a further six-year course, which may be academic, commercial or technical; evening institutes which offer courses for adults.

Curriculum

The curriculum for Turkish elementary schools is prepared by the Turkish Office of Education, and the curriculum for secondary schools by the Ministry of Education, Ankara, Turkey.

Teacher training

Turkish teachers are trained for secondary schools in universities and colleges in Turkey; teachers for elementary schools are trained in a Postsecondary Teacher Training College, in a two-year course; Greek teachers are trained in the Cyprus Teacher Training College.

Textbooks and instructional materials

Greek

Books on composition, grammar and arithmetic are prepared in Cyprus; others are selected from those in use in Greece.

Turkish

Almost all the textbooks used in Turkish schools are printed and published in Turkey. A list of prescribed books appears each year in the monthly *Education bulletin*, published by the Turkish Education Office and in the official *Bulletin*, of the Turkish Ministry of Education, Ankara, Turkey (T.C. Millî Eğitim Bakanlığı Tebliğler Dergisi).

Instructional materials are purchased by the School Board separately. Recommendations in this respect are made by the Turkish Office of Education.

Some schools own filmstrips and projectors. Others use the films, filmstrips and projectors of the Turkish Education Office.

Education associations

See *Teachers' associations* [International sources 2].

Educational statistics

- 11 *Statistical abstract*, no. 1, 1955- . Nicosia, Government Printing Office, 1956- . No. 1 covers the period 1946-55.

The annual report referred to under the heading 'Administration of the educational system' includes statistics.

[See also 1.]

Education libraries and museums

Lending and travelling libraries are being formed by the Turkish Office of Education in all six districts of Cyprus. These will be administered by the Turkish Education Office.

Other libraries are listed in *Middle East, 1961* [2].

In Czechoslovakia education libraries take the place of educational documentation centres. The most important of these is

- 1 STÁTNÍ PEDAGOGICKÁ KNIHOVNA KOMENSKÉHO (COMENIUS STATE EDUCATION LIBRARY)

Mikulandská 5, Praha 1.

Co-ordinates all the work of educational documentation in co-operation with other educational libraries and documentation centres.

[See also 114, 115.]

Reference works

- 2 *Přehled pedagogické literatury. Bibliografie časopiseckých článků a knih* (Review of educational literature. Bibliography of newspaper articles and books), 1949- . Praha. 20 issues per year.

Published at the request of the Ministry of Public Education and Culture. It is the principal work on educational documentation.

The National Institute of Educational Research at Prague is just completing an Encyclopaedia of Education containing information on teaching and training in Czechoslovakia. See also pages 287-96 in *The World survey of education*, II [International sources 8], and the latest edition of the *International yearbook of education* [International sources 5].

Legislative and policy documentation

The compendium of laws on education, in four volumes, contains details of all laws and regulations governing education in Czechoslovakia:

- 3 *Školství. Sborník právních předpisů* (Education. Collection of legal measures). Praha, SPN 1957-59. 4 vols.

Compiled by various authors and by officials of the Ministry of Public Education and Culture, the Commissariat of Public Education and Culture in Slovakia, the Ministry of Justice and the Law Institute attached to the Ministry of Justice. Under the direction of Dr. Bedřich Růžek.

Another legal work is

- 4 'Zákon o soustavě výchovy a vzdělání (školský zákon) schválený Národním shromážděním dne 15. prosince 1960' (Law concerning the system of education—school law—approved by the National Assembly on 15 December 1960). In: *Věstník Ministerstva školství a kultury*, 17, 1961, 1-11, p. 1-7.

Administration of the educational system

- 5 MINISTERSTVO ŠKOLSTVÍ A KULTURY (THE MINISTRY OF PUBLIC EDUCATION AND CULTURE)
Praha.

The supreme administrative authority in the field of education. Its laws and regulations are promulgated in

- 6 *Věstník Ministerstva školství a kultury* (Bulletin of the Ministry of Public Education and Culture), 1945- . Praha. Fortnightly.

The supreme administrative authority for Slovakia is

- 7 POVERENÍCTVO ŠKOLSTVÍ A KULTÚRY (COMMISSARIAT FOR PUBLIC EDUCATION AND CULTURE)
Bratislava.

It issues the following publication:

- 8 *Zvesti Povereníctva školstva a kultúry* (Collection of the Commissariat for Public Education and Culture, Slovak educational editions), 1945- . Bratislava. Fortnightly.

Structure and organization

Under the law on the system of education and teaching (School Law) which is the most recent enactment, education in Czechoslovakia is organized in the following way.

Schools and educational institutions form a school system in which the various stages of education and types of school are linked organically, thus permitting access to the highest level of education.

Children up to the age of 6 receive pre-primary education in the crèches and nursery schools. The crèches, which work in close co-operation with the families, are concerned with the general development of children from their early years until the age of 6 when they start the nine-year primary school.

The primary schools provide basic education and lay the foundations for future education. There is a school association for first to fifth year pupils and a school club for sixth to ninth year pupils. Duration of compulsory schooling is 9 years.

In the Socialist State, young people who have reached the age of 15 are assured secondary and higher education and the proper conditions and opportunities for developing their moral and physical qualities and all their talents to the full.

Secondary education comprises general, polytechnic and vocational education of every variety and scope in the various types of post-primary school, during which all young people are integrated, in various ways, into the production process. It is

provided at vocational centres, schools for apprentices, secondary schools for workers, trade schools, secondary and higher vocational schools, general secondary schools, technical schools belonging to factories and enterprises, schools for music and dancing, and schools for children requiring special care.

Higher education is the higher vocational training given in specialized institutes and the schools attached to factories and other enterprises.

The higher educational establishments are the top level in a unified system of education. Their purpose is to educate and train for industry, agriculture, science, the arts and other branches of social activity, a sufficient number of specialists, highly qualified politically and vocationally, who will be closely connected with the life and work of the people, and at the same time be capable of carrying on scientific and artistic work in a creative manner and of popularizing science, the arts and new techniques.

A socialist society also cares for its problem children and children with mental, physical or other handicaps. For these there are special schools where they receive a basic primary education or—where feasible—secondary education or vocational training.

The higher educational and training establishments include day and boarding schools which, apart from regular teaching, look after the all-round material and cultural development of the pupils.

There are also popular schools of art providing vocational training in the arts for gifted young people and workers.

A similar function is performed by the popular language schools, which provide instruction for young people and workers ranging from the elementary to the final stages.

Post-primary education, which forms an integral part of schooling, is carefully organized.

The national committees are responsible for the direction and supervision of regional education, watching over its development and ensuring close ties between school and everyday life.

The Ministry of Public Education and Culture exercises centralized control and supervision from the ideological and educational standpoint over the education and instruction imparted in post-primary educational institutions.

The Ministry publishes the syllabuses and curricula and the regulations concerning examinations for the schools and educational establishments under its responsibility. Also, it approves the textbooks in consultation with the administrative and other authorities concerned.

The following is a list of publications dealing with the structure and organization of the educational system:

Czech system

Below [9-17] are general references:

- 9 BLÍŽKOVSKÝ, Bohumír. *Řízení výchovné práce ve třídě. Výchovný plán třídního učitele jako prostředek cílevědomé a soustavné výchovy* (Organization of classroom work. Teacher's instructional plan as a rational and systematic means of educating). Praha, SPN, 1960. 184 p.
- 10 HOLEŠOVSKÝ, František. *K systému estetické výchovy na národní škole* (The system of teaching aesthetics in the national school). Praha, SPN, 1960. 233 p. Illus.
- 11 *Hovoříme s rodiči. Sborník rozhlasových přednášek a besed o výchově dětí* (Talks with parents. Collection of lectures given in radio broadcasts and of talks on the teaching of children). Praha, SPN, 1957. 234 p.
Talks of educators, doctors and parents on the problems of education.
- 12 KLÍRA, H. et al. *Řízení a kontrola výchovně vzdělávací práce školy* (Organization and control of the school's educational task). Praha, SPN, 1960. 218 p.
- 13 KOČKOVÁ, Marie. *Spolupráce školy s rodiči* (Co-operation between the school and parents). Praha, SPN, 1958. 150 p.
- 14 UHER, Vlastimil. *Problémy estetické výchovy* (Problems of artistic education). Praha, SPN, 1957. 99 p.
- 15 *Uherskobrodské dny J. A. Komenského v r. 1959. Sborník projevů a dokumentů* (Memorial days for J. A. Comenius at Uherský Brod in 1959. A collection of lectures and documents). Praha, SPN, 1960. 214 p.
New link between school and life. Education in world scientific opinion. The tasks of workers' organization with the transformation of schools of general education. Reading in education. Bibliography thereof.
- 16 VÁŇA, Josef. *Dějiny pedagogiky pro pedagogické školy, vyšší pedagogické školy a vysoké školy pedagogické* (History of education for schools of education...), 2nd ed. Praha, SPN, 1957. 378 p.
A manual giving the history of education and evaluating views of education in the light of Marxist theory.
- 17 *Výchova dospívající mládeže* (Education of adolescents). Praha, SPN, 1959. 282 p.
A collection of conference reports and radio broadcasts. Edited by Ferdinand Smrčka with a preface by Otokar Chlup.

These three works deal with nursery school:

- 18 JÍROVÁ, Miloslava *et al.* *Rok v mateřské škole* (A year at the nursery school). Praha, SPN, 1960. 227 p.
- 19 *O výchově dětí předškolního věku. Sborník statí za red. Jaroslava Doležala* (Concerning the pre-primary education of children. Collection of articles edited by Jaroslav Doležal). Praha, SPN, 1960. 261 p.
- 20 *Pracovní výchova v mateřské škole. Sborník příspěvků učitelek pražských mateřských škol* (Learning to work in nursery schools. Collection of contributions from nursery school teachers). Praha, SPN, 1960. 135 p.

For information on the primary school, the two following works may be consulted:

- 21 KUJAL, Bohumír, *et al.* *Československá základní devítiletá škola v etapě dovršení socialismu a přechodu ke komunismu* (The Czechoslovak nine-year elementary school in the period of the completion of building socialism and the transition to communism). Praha, SPN. In the press. (Sborník Zpráv Výzkumného ústavu pedagogického v Praze, 2).

One of the series of reports of the Institute of Educational Research in Prague.

- 22 *Učební osnovy základní devítileté školy* (Curricula of the nine-year elementary school). Praha, SPN, 1960. 143 p.

Concerns the first to fifth years.

The secondary school is the subject of

- 23 MAŘAN, Stanislav *et al.* *Střední všeobecně vzdělávací škola v ČSSR* (The general secondary school in Czechoslovakia). Praha, SPN. In the press. (Sborník Zpráv Výzkumného ústavu pedagogického v Praze, 3).

Another in the series mentioned above [21].

The question of transition is treated in

- 24 GALLA, Karel. *K otázce přechodu ze střední školy na vysokou* (Touching the problem of transition from secondary school to higher school). Praha, SPN, 1957. 192 p.

The two following works deal with the higher school:

- 25 ——. *Úvod do didaktiky vysoké školy* (Preface to instruction in the higher school). Praha, SPN, 1957. 192 p. (Edice vysokoškolské pedagogiky, II). Volume two of a series on the higher school.

- 26 ——. *Vysokoškolská přednáška* (Lectures at the higher school level). Praha, SPN, 1958. 88 p. (Edice vysokoškolské pedagogiky, IV). Volume four of the above series [25].

Below are three works on special education:

- 27 *Alalie. Sborník přednášek o dětské nemluvnosti ze 6. celostátního zasedání logopedických pracovníků konaného v Praze ve dnech 16. a 17. května 1958* (Alalia. Collection of speeches on infantile alalia given at the sixth national meeting of logopeds held in Prague, 16-17 May 1958). Praha, SPN, 1960. 160 p.
- 28 *Nedoslýchavé dítě. Sborník přednášek ze 7. celostátního zasedání logopedických pracovníků, konaného v Praze ve dnech 22. a 23. května 1959* (Deaf children. Lectures given at the seventh national meeting of logopeds held in Prague, 22-23 May 1959). Praha, SPN, 1959. 154 p.
Prepared by the Charles University in a 'survey of literature' series.
- 29 SOVÁK, Miloš. *Výchovné problémy leváctví* (Problems encountered in the education of the left-handed). Praha, SPN, 1960. 112 p.
Anatomical reasons for shifts in nerve centres of the left-handed. Education of left-handed children.

For the education of apprentices, see

- 30 HENDRYCH, Václav *et al.* *Organizace výchovy učňů* (Organization of the education of apprentices). Praha, SPN, 1960. 477 p.

The following references [31-38] discuss teaching and education methods in the Czech system of education:

- 31 CHLUP, Otokar. *Několik statí k základnímu učivu* (A few articles on teaching material). Praha, SPN, 1958. 137 p.
- 32 KAMARÁDOVÁ, Marie. *Za vyšší bezpečnost při vyučování chemii* (For greater safety in teaching chemistry). Praha, SPN, 1960. 57 p.
- 33 KAŠPAR, Emil. *Kapitoly z didaktiky fyziky* (Chapters on teaching physics). I. Praha, SPN, 1960. 195 p.
- 34 MAREŠ, Karel. *Úvod do didaktiky dílenského vyučování* (Introduction to workshop teaching). Praha, SPN, 1957. 142 p.
- 35 TRAJER, Josef. *Polytechnické vyučování* (Polytechnical instruction). Praha, Orbis, 1957. 61 p.
- 36 ——. *Základy výroby na střední škole* (Bases for construction in the secondary school). Praha, SPN, 1960. 244 p.

- 37 VINTER, Jan; HAVRÁNEK, Karel. *Práce se dřevem ve školních dílnách* (Woodworking in school workshops). Praha, SNTL, 1959. 175 p.
- 38 VODIČKA, Antonín et al. *Přiblížit vyučování biologii k přírodě. Základní zařízení a pomůcky pro vyučování biologii na všeobecně vzdělávací škole* (Bringing the teaching of biology close to nature. Basic equipment and accessories for the teaching of biology in general schools. Collection). Praha, SPN, 1960. 199 p.

Slovak system

General works include:

- 39 ĎURIČ, Ladislav. *Práceschopnosť žiakov pri dvojsmennom triedavom vyučovaní* (Work capacity of children taught in two shifts). Bratislava, SPN, 1960. 95 p. Illus. Appendixes.
- 40 STRAČÁR, Emil. *Preverovanie žiackych vedomostí* (Testing children's learning). Bratislava, SPN, 1958. 212 p. Illus.
- 41 VÁCLAVÍK, Vladimír. *Vyučovacia hodina* (The teaching lesson). Bratislava, SPN, 1958. 213 p. Manual for teachers on methods of teaching.
- 42 *Výchova k vedeckému svetonázoru v škole* (Forming a scientific conception of the universe). Bratislava, SPN, 1960. 224 p.
Prepared by a group of authors, edited by R. Pravdík and O. Blaškovič.
- The Comenius University is the subject of
- 43 *Univerzita Komenského v Bratislave 1945-1955* (The Comenius University of Bratislava 1945-1955). Bratislava, Rectorat UK, 1957. 753/1 p.
Prepared at the time of the tenth anniversary of liberation by an editorial group headed by Martin Vietor.
- For information on Slovak special education, see
- 44 GAŇO, Viliam. *Defektné deti a náčrt základných problémov ich výchovy* (Handicapped children and an outline of the fundamental problems of their education). Bratislava, SPN, 1960. 216 p. Illus.
- 45 ŠTANCEL, Július. *Telesná výchova hluchonemých a slepých žiakov* (The physical education of deaf mute and blind children). Bratislava, SPN, 1957. 188 p. Illus.
- Vocational education is treated in
- 46 BEŇO, Július; ŠTEPANOVIČ, Rud., ed. *Výchovno-vzdelávacia práca na odborných učilištiach a učňovských školách* (Practical work in vocational centres and schools for apprentices). Bratislava, SPN, 1960. 263 p.
- 47 BLAŠKOVIČ, Oskar; PAPP, Zoltán A. et al. *Výrobná práca v škole* (Practical work at school). Bratislava, SPN, 1960. 110 p.
Experiments in linking teaching to production in the Trnava school. Collection of studies.
- Works on various aspects of Slovak education include:
- 48 BELLUŠOVÁ, Zuzanna. *Výtvarné krúžky na školách* (Fine arts clubs in schools). Bratislava, SPN, 1959. 82 p. Illus.
Teaching texts for higher schools.
- 49 BRŤKA, Juraj. *Metodika výchovy uvedomelej disciplíny* (Teaching of discipline). Bratislava, SPN, 1959. 223 p. (Knižnica metodických príručiek, 53).
One of a series of methodology texts. The same series appears in several of the references which follow.
- 50 DUBEC, Anton. *Metodika vyučovania deskriptívnej geometrie na všeob.-vzdel. školách* (Method of teaching descriptive geometry in general schools). Bratislava, SPN, 1959. 147 p. Illus. (Knižnica metodických príručiek, 58).
- 51 LEČKO, Imrich; FOLTIN, Michal. *Metodika počtov v 1.-5. postupnom ročníku* (Method of teaching arithmetic in the 1st to 5th grades). Bratislava, SPN, 1958. 240 p. Illus. (Knižnica metodických príručiek, 36).
- 52 PIVOVARNÍK, Ján. *Metodické otázky výtvarnej výchovy na osemročnej strednej škole* (Questions of method in the teaching of the plastic arts in the eight-year secondary school). Bratislava, SPN, 1958. 215 p. Illus.
A manual for drawing teachers.
- 53 SEDLÁK, Ján. *Metodické problémy vyučovania slovenského jazyka a literatúry* (Problems in the method of teaching the Slovak language and literature). Bratislava, SPN, 1957. 271 p.
A selection of studies.
- 54 DEDINSKÁ, L. et al. *Kniha pomocník školy. O práci s knihou na osemročnej škole* (The book—the school's mainstay. Book work in the eight-year school). Bratislava, SPN, 1957. 102 p. Illus. (Knižnica metodických príručiek, 32).
- 55 EDEDY, Ján. *Domáce úlohy. Metodická príručka pre vyučovanie slovenského jazyka na osemročnej strednej škole* (Homework. Manual on the method of teaching the Slovak language in the eight-year secondary schools). Bratislava, SPN, 1957. 147 p. Illus. Annexes. (Knižnica metodických príručiek, 28).

- 56 HOLÉČZOVÁ, Oľga; KLINDOVÁ, Ľuba; BERDYCHOVÁ, Hana. *Hry v materskej škole* (Games in the nursery school). Bratislava, SPN, 1959. 374 p. (Knižnica metodických príručiek, 57).

- 57 MIKLO, Ján. *Dedinské národné školy s menším počtom tried* (Rural schools with few classes). Bratislava, SPN, 1959. 294 p. Illus. (Knižnica metodických príručiek, 31).

Manual for teachers in the public rural schools having a small number of classes.

There are two institutes at Prague concerned with documentation in specialized fields; one deals with vocational education and the other with physical education:

- 58 ÚSTAV ODBORNÉHO ŠKOLSTVÍ (INSTITUTE FOR VOCATIONAL TRAINING)
Maltézské náměstí, Praha 1.
- 59 ÚSTŘEDNÍ TĚLOVÝCHOVNÁ KNIHOVNA (CENTRAL LIBRARY OF PHYSICAL TRAINING)
Tyršův dům, Praha 1.

See also *Organization of special education for mentally deficient children*, p. 110-14, and *Preparation of general secondary school curricula*, p. 156-7 (both published by Unesco, Paris, and the International Bureau of Education, Geneva, in 1960).

Educational studies and research

Educational research in Czechoslovakia is co-ordinated by the

- 60 PEDAGOGICKÝ ÚSTAV J. A. KOMENSKÉHO ČESKOSLOVENSKÉ AKADEMIE VĚD (JAN AMOS KOMENIUS PEDAGOGICAL INSTITUTE UNDER THE CZECHOSLOVAK ACADEMY OF SCIENCE)
Mikulandská 5, Praha 1.

This institute deals with basic research on education. It investigates, for instance, the principles governing the choice of subjects to be taught, the relationship between teaching and productive work, the history of education, the work of Comenius (Comenius).

The following are publications on the great educator Comenius and his work:

- 61 KOMENSKÝ, Jan Amos. *Janua linguarum reserata Johannis A. Comenii*. Praha, SPN, 1959. 344 p.
- 62 ——. *Opera didactica omnia*. Praha, Academia scientiarum Bohemoslovenica, 1957. 3 vols.
- 63 ——. *Orbis sensualium pictus quadrilinguis*. Praha, SPN, 1958. 32 p.

- 64 ——. *Pansofický vychovatel* (The teacher of all subjects). Praha, SPN, 1956. 93 p.

- 65 ——. *Výbor z díla* (Selection of works). Praha, SPN, 1958. 194 p.

- 66 ——. *Vybrané spisy* (Selection of works). Praha, SPN, 1958. (vol. 1.) 450 p.

Introduction. Brief plan for the restoration of schools in the Kingdom of Bohemia. Includes material concerning the nursery school and languages. Notes on editions and bibliographies for each work.

- 67 BRAMBORA, Josef. *Knižní dílo Jana Amose Komenského. Studie bibliografická* (The literary work of J. A. Comenius. Bibliographical study), 2nd ed. Praha, SPN, 1957. 211 p.

- 68 KOPECKÝ, Jaromír; PATOČKA, Jan; KYRÁŠEK, Jiří. *Jan Amos Komenský. Nástin života a díla* (J. A. Comenius. Brief history of his life and work). Praha, SPN, 1957. 272 p. Illus.

- 69 PAVLÁSEK, Vojtěch; NOVÁK, Bohumil. *Památník o životě a díle J. A. Komenského* (Memorial to the life and work of J. A. Comenius). Praha, Orbis, 1958. 25 loose leaves.

- 70 POPELOVÁ, Jiřina. *Jana Amose Komenského cesta k všeobecné* (J. A. Comenius' path towards a general reform). Praha, SPN, 1958. 459 p.
Education's inheritance from the earlier reformers.

- 71 *Soupis děl J. A. Komenského v československých knihovnách, archivech a museích* (List of J. A. Comenius' works in Czechoslovak libraries, archives and museums). Praha, SPN, 1959. 469 p.

Prepared by the commission set up to inventory Comenius' works. Preface and editorial notes by Emma Urbánková.

Educational research centres include the Chairs of Pedagogics in the institutes of higher studies, educational institutes and educational research institutes. One of these is the

- 72 VÝZKUMNÝ ÚSTAV PEDAGOGICKÝ (INSTITUTE OF EDUCATIONAL RESEARCH)
Mikulandská 5, Praha.

This institute is attached to the Ministry of Public Education and Culture. It has a different task from the Comenius Institute, dealing mainly with current educational problems such as those related to curricula, school hygiene and the organization and administration of education.

The institute's work is described in

- 73 *15 let práce Výzkumného ústavu pedagogického v Praze* (15 years of work at the Institute of Educational Research at Prague). Praha, SPN, 1960. 147 p.

The following works have been published in Prague:

- 74 CHLUP, Otokar. *K psychologickým základům výchovy a vyučování. Výbor z díla* (Basic educational psychology. Selection of works). Praha, SPN, 1959. 339 p.

Excerpt from the work of the Academician O. Chlup concerning child and pupil psychology and various questions regarding deficiencies.

- 75 —. *K základním otázkám pedagogiky. Výbor z díla* (Basic questions of pedagogy. Excerpts). Praha, SPN, 1957. 333 p.

On progressive education, character education and aesthetics. Study of the history of education.

- 76 CIPRO, Miroslav. *O mravní výchově mládeže* (Moral instruction of youth). Praha, SPN, 1957. 338 p.

Moral basis of socialist education. Factors in character education and methods of carrying it out.

- 77 GLOGAR, Alois. *O výchově k vědeckému světovému názoru ve škole* (School education for a scientific conception of the universe). Praha, SPN, 1959. 105 p.

- 78 HENDRYCH, Jiří. *O těsném spojení školy se životem a o dalším rozvoji výchovy a vzdělání v Československu* (On the close links between school and life and the further development of education in Czechoslovakia). Praha, Ústřední výbor Komunistické strany Československa, 1959. 69 p.

Report given before the meeting held by the Central Committee of the Communist Party of Czechoslovakia on 23 April 1959 and the ruling passed on the same day.

- 79 *Komunisté o výchově* (Communists on the subject of education). Praha, SPN, 1959. 246 p.

Collection of talks by the representatives of the Czechoslovak Communist Party on training, education and the school.

- 80 KOPECKÝ, Jaromír. *Pedagogika* (Pedagogy), 3rd ed., rev. Praha, SPN, 1957. 332 p.

Manual for pupils of teacher training schools on socialist education for children and young people. General foundations of education. Theory and methods. The pioneer organization. Co-operation between the family and the school.

- 81 KUBIČKA, Luděk. *Psychologie školního dítěte a jeho výchova v rodině* (The schoolchild's psychology and his family upbringing). Praha, SPN, 1959. 187 p.

- 82 NEJEDLÝ, Zdeněk. *O výchově a vzdělání* (Concerning education and schooling). Praha, SPN, 1953. 378 p.

Excerpts from the works and talks of Z. Nejedlý on the Czech teacher, the tasks facing Czech culture, on youth, science and the mission of the new school and education.

- 83 *O vědeckoateistické výchově žáků* (On scientific-atheistic education of pupils), 2nd ed. Praha, SPN, 1960. 261 p.

Collection of articles edited by M. Cipro.

- 84 *Podmínky výchovy a vzdělání na národní škole* (Conditions of education and schooling in the national school). Praha, SPN, 1960. 261 p.

Collection of works from the involved research carried on in the national school of Prague-Smíchov. The research and collection were both prepared under the guidance of Chlup and Kopecký.

- 85 TEYSCHL, Otokar; BRUNECKÝ, Zdeněk. *Duševní vývoj a výchova dítěte* (Mental development and the education of the child). Praha, Orbis, 1959. 221 p.

- 86 VANČUROVÁ-FRAGNEROVÁ, Eva. *Psychologie předškolního dítěte a jeho rodinná výchova* (Psychology of the pre-primary child and his home upbringing). Praha, SPN, 1960. 182 p.

- 87 *Z prací učitelů defektologů* (Works of teachers of handicapped children). Praha, SPN, 1960. 176 p.

Revision of the collection and a preface by František Ludvík, member of the Institute of Educational Research in Prague.

- In the Slovak region of Czechoslovakia there is the
88 VÝZKUMNÝ ÚSTAV PEDAGOGICKÝ (INSTITUTE OF EDUCATIONAL RESEARCH)
Suvorovova 16, Bratislava.

Slovak publications include:

- 89 BLÁŠKOVIČ, Oskar *et al.* *Psychológia v obrazoch a príkladoch* (Psychology with illustrations and examples). Bratislava, SPN, 1958. 282 p. Illus. (Knižnica metodických príručiek, 47).

- 90 DUBECKÝ, Karol. *Za systematickú polytechnizáciu všeobecnovzdelávacej školy* (Towards the systematic transformation of general schools to polytechnical schools). Bratislava, SPN, 1958. 311 p. Illus.

Documentation from the first conference on polytechnical education.

- 91 JURČO, Martin *et al.* *Ako ich vychováame?* (How shall we bring them up?). Martin, Osveta, 1959. 223 p. Illus.

Appended is a selected list of books recommended to children and young people.

- 92 —; KOTOČ, Jan. *Spájame školu so životom* (Let's relate school and life). Bratislava, Osveta, 1960. 134 p.

On the reorganization of the school system.

- 93 JUROVSKÝ, Anton. *Ako vychovávať deti a mládež* (How to bring up children and young people), 2nd ed. Martin, Osveta, 1959. 131 p.

- 94 ŠTEFANOVIČ, J.; ROSINA, J. *Psychológia* (Psychology). Bratislava, SPN, 1957. 244 p. Illus.

Manual for teacher training schools, the education of teachers in the national schools.

- 95 *Využitie psychológie v socialistickej spoločenskej praxi* (Psychology in practice in the socialist society). Bratislava, SAV, 1959. 407 p. Illus.
Material from the First National Conference of Czechoslovak Psychologists, organized by the Psychology Laboratory of the Czechoslovak Academy of Sciences in Smolenice from 8 to 10 November 1957.
- 96 *Za socialistickú výchovu* (For a socialist education). Bratislava, SVPL, 1957. 151 p.
Lecture at the Komenský (Comenius) University on the education of young people in the higher school.

Textbooks and instructional materials

All educational material is issued by the State publishing house:

- 97 STÁTNÍ PEDAGOGICKÉ NAKLADATELSTVÍ, NÁRODNÍ PODNIK (STATE EDUCATIONAL PUBLICATIONS, NATIONAL ENTERPRISE)
Ostrovni 30, Praha 1.
Publishes textbooks for general education, supplementary books for teachers and pupils, manuals on teaching methods, school readers and textbooks of every variety.

Education associations

See the *International directory of education associations and Teachers' associations* . . . [International sources 2].

Educational journals

A list of educational journals in Czechoslovakia will be found in the *International list of educational periodicals* [International sources 3]. There are also the following:

- 98 *Archiv pro bádání o životě a díle Jana Amose Komenského* (*Acta Comeniana*) (Research archives on the life and work of J. A. Comenius [Acta Comeniana]), 1942- . Praha. Semi-annual.
- 99 *Cizí jazyky ve škole* (Foreign languages in the schools), 1957- . Praha. 8 issues a year.
Publication dealing with the teaching of all foreign languages except Russian—in particular, English, French, German, Spanish and Latin.
- 100 *Estetická výchova* (Art education), 1959- . Praha. 10 issues a year.
- 101 *Odborná výchova* (Vocational education), 1950- . Praha. Monthly.
Concerns workers' education and vocational training.

- 102 *Otázky defektologie* (Problems of handicaps), 1958- . Praha. 10 issues a year.
Publication concerning theory and practice in schools and other institutions for young people who need special care.
- 103 *Universita Karlova* (Charles University), 1953- . Praha. 20 issues a year.
For students and officials of Charles University.
- 104 *Vychovávateľ* (The pedagogue), 1960- . Bratislava. 10 issues a year.
Journal for workers in young people's groups, children's and school pupils' homes.
- 105 *Výroba a škola* (Production and the school), 1955- . Praha. Monthly.
Journal for questions having to do with linking education and manufacturing.
- 106 *Základní tělesná výchova* (Basic physical education), 1945- . Praha. Fortnightly.

Educational statistics

These may be found in

- 107 *Statistická ročenka ČSSR, 1960* (Statistical yearbook of Czechoslovakia, 1960). Praha, SNPL, 1960. 570 p.
Data on Czechoslovak education are found on pages 394-430.

See also *World survey of education* [International sources 8].

Education biography

Useful information will be found in:

- 108 JONÁŠOVÁ, Stanislava *et al.* *Bibliografie díla Zdeňka Nejedlého* (Bibliography of the works of Zdeněk Nejedlý). Praha, Československá akademie věd, 1959. 398 p.
- 109 KOŽÍK, František. *Bolestný a hrdinský život J. A. Komenského* (The tragic and heroic life of J. A. Comenius). Praha, SPN, 1958. 155 p.
Translated also into Dutch, English, French and German.
- 110 OTOKAR Chlup. *Sborník prací věnovaný 80. narozeninám* (Otokar Chlup. Collection of works devoted to his 80th birthday). Praha, Státní pedagogické nakladatelství, 1955. 266 p.
Collection of materials concerning the Academician O. Chlup, university professor of education. Edited by Jaroslav Doležal and Richard Sedlář.
- 111 *Pedagogické dědictví K. S. Amerlinga* (Educational heritage from K. S. Amerling). Praha, SPN, 1960. 352 p. (Pedagogické prameny, 6).
From a series on educational sources. Devoted to an eminent

Czech educator of the nineteenth century. A collection of correspondence edited and annotated by Miroslav Novotný, with the co-operation of Mojmír Dýma.

- 112 *Zdeněk Nejedlý dnešku* (Zdeněk Nejedlý speaks in today's language). Praha, Svaz československých skladatelů, 1958. 228 p.

Collection of material concerning the Academician Z. Nejedlý, university professor and first Minister of Education of the Government of the Czechoslovak Republic after 1945. On his 80th birthday.

Education libraries and museums

The central education library in Czechoslovakia is the Comenius State Education Library [1]. Information on its past, present and future activities will be found in

- 113 *Čtyřicet let Státní pedagogické knihovny Komenského v Praze. 1919-1959* (Forty years of the Comenius State Education Library at Prague. 1919-1959). Praha, SPN, 1959. 88 p.

Other education libraries are:

- 114 STÁTNÍ PEDAGOGICKÁ KNIHOVNA (STATE EDUCATION LIBRARY)

Solniční 12, Brno.

- 115 SLOVENSKÁ PEDAGOGICKÁ KNIŽNICA (SLOVAK EDUCATION LIBRARY)

Klariská 5, Bratislava.

This is the central education library for Slovakia.

There is also an education museum:

- 116 PEDAGOGICKÉ MUZEUM J. A. KOMENSKÉHO (COMENIUS MUSEUM OF EDUCATION)

Valdštejnská ulice, Praha-Malá Strana.

The following work refers to this museum:

- 117 *Pedagogické muzeum J. A. Komenského* (J. A. Comenius Museum of Education). [Praha, 1960.]

Completed by V. Pavlásek and B. Novák, published on the occasion of the museum's official opening in the jubilee year 1960.

After being a territory of French West Africa from 1904 to late 1958, then a member state of the French Community, Dahomey became independent in 1960. Before the break-up of French West Africa, documents concerning education were centralized at the Bureau Pédagogique of the Directorate-General at Dakar, which put out the journal *Éducation africaine* (no longer published), and at the Directorate of Education and Youth of the Ministry of France Overseas, which edited the journal *l'Enseignement outre-mer*.

As yet, there is no national centre of educational documentation. A good source of documentation and information is the Ministry of Education:

- 1 MINISTÈRE DE L'ÉDUCATION NATIONALE
Porto-Novo.

Legislative and policy documentation

The legal basis of education goes back to the period when Dahomey was governed by the French. However, since then various new laws and decrees have been passed and duly registered, either in the *Journal officiel du Dahomey* or in the *Journal officiel de la République du Dahomey* which succeeded the former when the nation attained independence. Some of these laws and decrees are noted below:

- 2 'Délibération n° 58-24 réorganisant les conseils d'administration des lycées, collèges et écoles normales prise dans la séance du 26 juin 1958'. In: *Journal officiel du Dahomey*, 1^{er} septembre 1958, p. 474-6.
Provides for the establishment in Dahomey of a governing body in every lycée and teacher training college and for an administrative office in every general secondary school giving the modern type of courses.
- 3 'Décret n° 16 P.C.M./M.E.N. portant création du Comité consultatif de l'enseignement technique du Dahomey'. 28 janvier 1960. In: *Journal officiel de la République du Dahomey*, 15 février 1960, p. 143-4.
Provides for the creation of an advisory committee for technical education.
- 4 'Arrêté n° 102 B... du Ministre de l'Éducation nationale, en date du 5 février 1960. Le taux annuel des bourses'. In: *Journal officiel de la République du Dahomey*, 15 février 1960.
A decree on the annual rate of scholarships.
- 5 'Décision n° 31 M.E.N./D.E.T. portant réorganisation pédagogique du collège technique, rentrée 1960'. 11 juillet 1960. In: *Journal officiel de la République du Dahomey*, 1^{er} août 1960, p. 513.

Provides for a reorganization of teaching to begin in the 1960 academic year at the Technical College of Cotonou. Notes the preparatory classes, commercial sections (vocational training and practical training classes), and industrial technical sections to be included in the college, which will have also an adjoining apprenticeship centre.

- 6 'Décret n° 237 P.R./M.E.N.C. portant création d'un Institut dahoméen de recherches et de pédagogie (IDRP)'. In: *Journal officiel de la République du Dahomey*, 15 août 1961.

The Council of Ministers decreed the establishment of a Dahomey Institute of Research and Pedagogy (the IDRP) under the authority of the Minister of Education and Culture. The IDRP would supervise (a) the Applied Research Institute of Dahomey, called the Institut de Recherches Appliquées au Dahomey or IRAD; (b) the National Library, and (c) the National Pedagogic Institute, entitled the Institut Pédagogique National. The IRAD would replace the IFAN,¹ embrace all research workers and research institutes, and consist of four sections: museums, social sciences, natural sciences and exact sciences. The National Library would replace the embryonic library existing in the IFAN and maintain general catalogues of books concerning Dahomey and of works needed for all the country's cultural and scientific activities. The National Pedagogic Institute would replace the University Statistics Office (Bureau Universitaire des Statistiques or BUS); it would draw up teaching methods and adapt them to the training of Dahomey pupils.

Structure and organization

The structure and organization of the school system are in general the same as those of the French Republic.

Educational studies and research

The former Bureau Pédagogique of Dakar [see above] attempted to carry out some research, for example, concerning the difficulties encountered by young Africans in pronouncing the French language, and the adaptation of reading books to the local background. Results of these studies were published in *Éducation africaine*. The Bureau Universitaire des Statistiques (B.U.S.), which was created in 1958 but will now be superseded [6], attempted to organize research into different spheres of education, such as the vocations chosen in lycées and general secondary schools by boys (1959) and by girls (1960), and systematic studies of the learning problem for girls taking certain subjects, especially mathematics.

[See 6 for details of the decree establishing a Dahomey Institute of Research and Pedagogy.]

1. Institut Français de l'Afrique Noire. For a description of this body, see the *World survey of education: handbook of educational organization and statistics*. Paris, Unesco, 1955. p. 261.

Textbooks and instructional materials

There have been as yet no particular developments in this field in so far as any national production of textbooks and other materials for schools or teachers is concerned. Textbooks are of French origin; some French publishers, such as Fernand Nathan and Istra (both in Paris), have specialized in the preparation of books for African pupils.

Education associations

There is only a teachers' union which is concerned with administrative questions. Aside from certain

resolutions adopted at congresses, teachers' problems have not been taken up.

Educational statistics

The Bureau Universitaire des Statistiques attempted to centralize educational statistics.

Education libraries and museums

An education library was set up a long time ago at the Inspectorate for Secondary Education. However, it has only a very small collection comprising some 1,500 general works and 300 textbooks.

First in importance of the centres of educational documentation and information is the

- 1 STATENS PAEDAGOGISKE STUDIESAMLING (State Educational Library)

Frederiksberg allé 22, København.

Founded on 1 March 1887 as the Dansk Skolemuseum, the Statens pædagogiske Studiesamling consists of a library and a permanent exhibition of teaching aids. The former is the 'Danish central library' of education. It contains material on the psychology of childhood and youth, and on the national and foreign school systems. A series of exhibitions is arranged in the country at school centres (*skolecentraler*) and training colleges. Instruction courses are prepared for teachers. [See also 54.]

The Statens pædagogiske Studiesamling is concerned with elementary, secondary and further (non-vocational) education. Information about higher education may be obtained from the various institutions of higher education. [See 33.]

Information on vocational education may be obtained from

- 2 ARBEJDSDIRECTORATET, CENTRALARBEJDSANVISNINGENS ERHVERVSVEJLEDNING (Directorate of Works, Central Office of Vocational Guidance)

Nørre Voldgade 56, København.

This institution is concerned with providing young people with vocational guidance in all spheres.

- 3 HANDELSMINISTERIETS TILSYN MED DEN TEKNISKE UNDERVISNING (Ministry of Commerce. Supervision of Technical Education)

Kongens Nytorv 28, København.

Handles problems of skilled workers and other technicians, their training and related legislative and economic problems. This is the link between the Government and the schools.

- 4 HANDELSMINISTERIETS TILSYN MED HANDELSSKOLERNE (Ministry of Commerce. Supervision of Commercial Schools)

Admiralgade 31, København.

Acts as centre of documentation and information regarding commercial schools.

- 5 TEKNOLOGISK INSTITUTS BIBLIOTEK (Library of the Technical Institute)

Vester Farimagsgade 24, København.

Founded in 1918, this is the Danish central library for minor industries and trade, i.e., for technicians lacking academic instruction. The collection contains literature for tradesmen and other technicians, for apprentices and teachers of technical subjects.

The following two institutions are in a particular category, as they are devoted to the interests of seafarers only. The first is concerned with the training of marine engineers and the second with the training of sailors:

- 6 DIREKTØREN FOR MASKINMESTERUDDANNELSEN (Director for the Training of Marine Engineers) Kongens Nytorv 22, København.

- 7 STATENS SØMANDSSKOLE (State School for Sailors) Kongens Nytorv 22, København.

Reference works

- 8 *Dania polyglotta: répertoire bibliographique des ouvrages, études, articles, etc., en langues étrangères parus en [sic] Danemark de 1901 à 1944. I: Ouvrages.* Copenhagen, Bibliothèque Royale, 1947. 299 p.

Continued by the annual publication *Dania polyglotta*, 1945- . Bibliography of books, articles, etc., published in Denmark in foreign languages.

- 9 *Dansk bogfortegnelse* (Danish national bibliography), 1851- . København. Annual.

Consists of a weekly list, published in *Det Danske bogmarked* (Danish publishers' journal); a monthly list (cumulative), and an annual list, which forms an annual supplement to *Dansk bogfortegnelse*, 1841/1858- , published 5-yearly since 1915.

- 10 *Dansk pædagogisk tidsskrift* (Danish journal of education), 1952- . København. 9-10 issues a year.

Published with the support of the Ministry of Education by collaborating teachers' organizations. In this journal the State Educational Library [1] publishes annually a list of Danish educational literature which appeared in the previous year and a list of its accessions of foreign educational literature.

- 11 *Dansk tidsskrift-index* (Danish periodicals index), 1915- . København.

Indexes approximately 300 Danish periodicals and a number of Scandinavian. Includes education. Titles are arranged according to a modified decimal classification with author and subject indexes in each volume.

- 12 *Den Danske skolehåndbog* (Danish school yearbook), 1942- . København, E. Suenson. Annual.

Contains addresses of school authorities, general schools, folk high schools, agricultural schools, domestic science schools, continuation schools, training schools and institutions for further education of teachers, and a list of educational associations and educational journals. Includes information about other institutions of interest to schools and about teachers' salaries.

- 13 *Leksikon for opdragere. Pædagogisk-psykologisk social håndbog* (Encyclopaedia for education). København, Schultz, 1953. 2 vols.

Encyclopaedia with articles about school and education, pedagogical psychology, and child and youth welfare.

Legislative and policy documentation

The most important laws (*lov*), orders (*anordning*), decrees (*bekendtgørelse*) and governmental circulars (*cirkulaere*) relating to education in Denmark are as follows:

For elementary and secondary education:

Bekendtgørelse af 18.6. 1958 af Lov om folkeskolen (Decree on primary schools).

Lov nr. 165 af 7.6. 1958 om gymnasieskoler (Secondary schools).

Lov nr. 163 af 7.6. 1958 om ændringer af Lov om folkeskolen (Changes in the law in primary schools).

Lov nr. 200 af 12.4. 1949 om det kommunale skolevaesens styrelse og tilsyn (Administration and supervision of municipal schools).

Lov nr. 274 af 27.5. 1950 om skolevaesenet i Grønland (Education system in Greenland).

For further non-vocational education and folk high schools:

Bekendtgørelse af 14.6. 1960 af Lov om ungdomsskoler og aftenskoler m.v. (Decree on further education, youth schools, evening schools, etc.).

Bekendtgørelse af 16.5. 1959 af Lov om folkehøjskoler og landbrugsskoler (Decree on folk high schools and agricultural schools).

Bekendtgørelse af 28.6. 1960 om kommunale ungdomsnaevn, amtsungdomsnaevn m.v. (Decree concerning municipal and county boards for youth education).

Bekendtgørelse nr. 375 af 31. oktober 1960 om ungdomsskoler og aftenskoler m.v. (Decree concerning youth schools, evening schools, etc.).

For vocational education:

Lov af 14.6. 1951 om handelsskoler (Commercial schools).

Lov nr. 261 af 2.10. 1956 om laerlingeforhold (Apprenticeship conditions). [See also 18.]

MINISTERIET F. HANDEL, INDUSTRI OG SØFART. *Bekendtgørelse nr. 318 af 27.11. 1956 om formen for de af laerlingeloven omfattede svendebreve og laerebreve m.v.* (Decree concerning the form of certificate for apprentices included in the law of apprenticeship).

ØKONOMI- OG ARBEJDSMINISTERIET. *Cirkulaere nr. 192 af 9.11. 1956 om laerlingeforhold* (Apprenticeship conditions).

For teacher training:

Bekendtgørelse af 5.4. 1955 om uddannelse af laerere til folkeskolen. Den 4-årige almindelige uddannelse og den 3-årige almindelige uddannelse for studenter (Training of primary school teachers: 4-year general training and 3-year general training for students).

Bekendtgørelse af 5.4. 1955 om uddannelse af laerere til folkeskolen. Den 2½ årige uddannelse for småbørnslærerinder (The 2½-year training of nursery school teachers).

Bekendtgørelse af 24.9. 1953 om uddannelse på de anerkendte fritidshjemsseminarier (Training at recognized colleges for out-of-school activities).

Bekendtgørelse af 24.9. 1953 om uddannelse på de statsanerkendte børnehaveseminarier (Training at state schools for kindergarten teachers).

Bekendtgørelse af 22.2. 1949 vedrørende handelsfaglaerereksamen (Examinations for teachers in commercial schools).

Lov nr. 220 af 11.6. 1954 om uddannelse af laerere til folkeskolen (Teacher training for primary schools).

For higher education:

Anordning af 24. august 1958 for Den kgl. Veterinaer- og Landbohøjskole (Royal Veterinary and Agricultural College).

Anordning af 13.7. 1955 og 17.10. 1955 om adgang til at studere og tage eksaminer ved Københavns og Aarhus universiteter (Entrance examinations and rights to pass examinations at the universities of Copenhagen and Aarhus).

Anordning af 5.10. 1936 og 1.9. 1947 om Københavns Universitets organisation (Organisation of the University of Copenhagen).

Landbrugsministeriets bekendtgørelse af 14.7. 1960 om almindelige bestemmelser vedrørende undervisning og eksamen ved Den kgl. Veterinaer- og Landbohøjskole (General regulations for studies and examinations at the Royal Veterinary and Agricultural College).

Lov nr. 177 af 7. juni 1958 om Den kgl. Veterinaer- og Landbohøjskole (Royal Veterinary and Agricultural College).

Lov nr. 73 af 7.3. 1952 om Århus Universitet (University of Århus).

Kgl. anordning af 8.2. 1933 for Den polytekniske Laereranstalt, Danmarks tekniske Højskole (The Technical University of Denmark).

The above legislative material may be found in:

- 14 *Folketingstidende* (Parliamentary debates), 1850- . København, Folketingets Bureau.
- 15 *Kroghs skolehåndbog* (Krogh's school handbook). Vejle; 1957. 439 p.
Rules governing all types of teaching and education. Kept up to date with loose leaf supplement each month and a general index each year. A new edition is to appear every five years, omitting rules which are out of date.
- 16 *Love og ekspeditioner vedkommende kirke- og skolevaesen. Afdeling B. Skoleforhold* (Laws and circulars concerning ecclesiastical and school affairs. Section B. Schools). 1857/59- . København, Schultz, 1869- . Bi-annual.
- 17 *Lovtidende for kongeriget Danmark* (Laws), 1871- . København, Gad.
The official collection of laws, decrees and orders.
- 18 *Den nye laerlingelov. Lov. nr. 261 af 2.10. 1956* (The new apprentice law), with a preface by Gunnar Coln. København, Fremad, 1957. 63 p.
The apprenticeship act, making and cancelling of indentures, etc., theoretical and practical education, social welfare, supervision and administration. Annotated.
- 19 *Ministerialtidende for kongeriget Danmark* (Ministerial circulars), 1871- . København, Gad.
Printed government circulars for administrators, and administrative decisions of general interest.
- 22 *Kundgørelser vedrørende Grønland* (Decrees concerning Greenland), 1951- . København, Ministeriet for Grønland.
Includes school administration. Loose leaf.
- 23 *Meddelelser angående de højere almenskoler i Danmark* (Reports on secondary education in Denmark), 1848- . København, Gyldendal. Annual.
Contains reports on secondary education, and laws, orders, decrees and governmental circulars concerning secondary education for the school year in question.
- 24 *Meddelelser om folkeskolen, ungdomsundervisningen og laereruddannelsen* (Report on primary schools, further education and teacher training), 1933- . København. Annual.
Contains reports on the elementary education of youth (further non-vocational education, folk high schools, agricultural schools and domestic science colleges), and teacher training; includes reports on the school system in Greenland, a survey of the educational development in Norway, Sweden and Finland, at intervals of several years, a survey of the education in the Faroe Islands. Each yearbook contains also for the school year in question, the laws, orders, decrees and governmental circulars relating to these various spheres of education.

The municipal school systems of the various towns issue yearly reports, and the country school inspectors (*amtsskolekonsulenter*) issue reports of the village schools in their country. In addition, many schools and institutions of higher education issue yearly reports.

[See also 41.]

[See also 22, 23, 24.]

Structure and organization

Administration of the educational system

An account of the educational system is noted below [41]; see also the *World survey of education: II* [International sources 8]. It must be remembered, however, that from 1958 certain changes have taken place in the school structure, following the passing, in that year, of new laws for elementary and secondary education [see above].

- 20 *Føroya skuli. Fragegreiding* (Faroese schools. Reports), 1955- . Thorshavn, 1956- .
Reports on Faroese education.
- 21 GRØNLAND, SKOLEDIREKTIONEN. *Beretning om det grønlandske skolevaesen* (Report on education in Greenland), 1950/52- . Godthåb. Biennial.
In recent years this report has been issued in the numbered series *Beretninger vedrørende Grønland*, first published in 1909, which, from time to time, includes certain other material on education or of interest to educationists.

According to the education acts of 7 June 1958, primary education in town and country is carried on in seven-year comprehensive schools, with differentiated education in English, German, and mathematics in the sixth and seventh years. In schools with at least a two-class roll in each of the school years one to seven (i.e., fourteen or more classes in all), pupils are divided into academic and non-academic streams, at the beginning of the sixth year; but upon the request of the local authorities, or of the parents of a majority of children attending the fifth class, the Minister may sanction the maintenance of the comprehensive system even in the sixth and seventh years. Following the seventh year of the primary school there is a three-year *real* school preparing for commercial and similar vocations in rural areas through co-operation between several local governments. By means of a public examination at the end of the second *real* year, a pupil may either proceed to the third *real* class, which concludes with a *real* exam-

ination, or may enter a three-year, stream-divided *gymnasieskole* (grammar or high school), ending with the *studentereksamen* (certificate of education), which admits to the university.

Alongside the *real* school, there are voluntary eighth and ninth year classes with education of varied vocational character.

- 25 *Århus studenternes håndbog* (Århus students' handbook), 1934- . Århus, Studenterrådet. Annual. Handbook for students at Århus University, with the official study plans of the university.
- 26 *Betaenkning afgiven af den af arbejds- og socialministeriet den 21. oktober 1952 nedsatte lærlingekommission* (Report of the apprenticeship commission appointed by the Ministries of Works and Social Affairs). København, Statens Trykningskontor, 1956. 233 p. (Betaenkning 145).
A report on the training of apprentices.
- 27 *Betaenkning vedrørende uddannelse af ikke-faglaerte arbejdere* (Report on the training of unskilled workers). København, Statens Trykningskontor, 1959. 206 p. (Betaenkning 221).
Report of a commission appointed by the Ministry of Works in March 1957.
- 28 *Erhvervskartoteket* (Vocational card index). København [Directorate of works].
A current index for the various vocations. Each card carries a description of the vocation, school education necessary, training possibilities, description of training, prospects for the future, further education, etc. The index is kept up to date.
- 29 *Håndbog for studenter* (Handbook for students), 1893- . (København), Danske Studerendes Fællesråd.
Published by the Students' Council at the University of Copenhagen.
- 30 *Handelskoleundervisningen i Norden* (Commercial education in Scandinavia). Kolding, Konrad Jørgensen, 1953. 2 vols.
Published by the Nordic Committee for commercial education.
- 31 *Landøkonomisk årbog* (Yearbook of rural economy), 1900- . København, Landhusholdningsselskabets Forlag.
Published by the Danish Rural Economy Association at the request of the Ministry of Agriculture. Contains directories of associations, organizations, schools, etc., connected with agriculture, and a list of bulletins and journals in this field.
- 32 LARSEN, Osvald, ed. *Undervisningslaere* (Didactics), 2nd ed. Kolding, Konrad Jørgensen, 1955. 370 p.
Surveys didactic problems in the different subjects of the commercial schools and provides information about these schools.
- 33 MINISTRY OF EDUCATION. *Higher education in Denmark*. A short survey of the organization and activities of the universities and other institutions of higher education in Denmark. Copenhagen, 1954. 55 p.
- 34 MINISTRY OF EDUCATION. *Survey of Danish elementary, secondary, and further (non-vocational) education*. Copenhagen, Schultz, 1951. 36 p.
A description of the Danish school system before the laws of 1958.
- 35 *Nursery schools in Denmark*. Some facts on child welfare and protection in Denmark, particularly the nursery school work. Copenhagen, OMEP, Danish National Committee, 1955. 8 p.
- 36 *Det nye gymnasium* (The new gymnasium). København, Statens Trykningskontor, 1960. 191 p. (Betaenkning 269).
Report from the curriculum committee appointed by the Ministry of Education, 1 September 1958. Recommendations on time-tables and curriculum in secondary schools.
- 37 *Program og studiehåndbog for Den polytekniske Laereanstalt, Danmarks tekniske Højskole* (Programme and study handbook of the Technical University of Denmark). København.
A handbook for students.
- 38 *Teknikum håndbogen* (Technical schools handbook), 1940- . København, Studierådet ved Danske Teknika. Annual.
Published by the student associations of Ålborg, Århus and Elsinore Technical Schools, Horsens Engineering School, Copenhagen Technical School of Building Engineering, Copenhagen Technical School of Mechanical and Electrical Engineering and Odense Technical School of Building and Mechanical Engineering. A yearbook containing information about examinations, time-tables and book lists of the special technical courses for engineers.
- 39 *Teknisk og naturvidenskabelig arbejdskraft* (Training of manpower in the technical and scientific field). København, Statens Trykningskontor, 1959. 255 p. (Betaenkning 229).
Report of a commission on technical training.
- 40 *Teknisk skoletidende* (Technical school journal), 1893- . København. Monthly.
Published by the Technical School Association. Devoted to the problems of technical schools, including teacher training, methods of teaching and teaching aids; contains also formal directives, statistical information, etc.
- 41 THRANE, Eigil. *Education and culture in Denmark*. A survey of the educational, scientific and cultural conditions. Copenhagen, Gad, 1958. 91 p.
An important little book containing information about all spheres of education. It was written before the school laws of 1958 concerning elementary and secondary schools, but contains information about the Danish school administration.

- 42 *Uddannelse på teknikum* (Training at technical schools). København, Statens Trykningskontor, 1959. 98 p. (Betaenkning 238).

Report of a commission appointed by the Ministry of Commerce, 31 March 1955, to inquire into training in special technical courses.

- 43 *Undervisningsvejledning for folkeskolen* (Teaching guide for primary schools). København, Statens Trykningskontor, 1960. 300 p. (Betaenkning 253).

Report of the curriculum committee appointed by the Ministry of Education, 1 September 1958, containing recommended time-tables and suggestions for curriculum and teaching in the elementary school (including the *realafdeling*). A second part, dealing with teaching methods, teaching aids, etc., will be published in 1961.

Certain items [26, 27 and 42] contain information on present and future education and will be of importance in the next 12 years as the training which is outlined here is realized on a large scale.

Educational studies and research

- 44 DANMARKS PAEDAGOGISKE INSTITUT (Danish Institute for Educational Research)

Emdrupvej 101, København NV.

Founded by act of 11 June 1954, this institution carries on educational research in Denmark. Various schools and teachers may also conduct educational experiments, often in connexion with, or supervised by, the institute. The municipal school system of Copenhagen has an experimental school.

The more important reports of the Danish Institute for Educational Research are published in the Danish journal of education [10].

Minor reports and test material issued by the institute are included in the list of educational literature in the same journal.

Textbooks and instructional materials

Textbooks and teaching aids are not authorized by the Ministry of Education, but a guide to textbook making (concerning type, illustrations, binding, etc.) has been issued by a committee appointed by the Ministry of Education, 3 August 1955 [57].

From time to time, publishers issue catalogues of textbooks and teaching aids, for example:

- 45 DANSK BÅNDFILM A/S. *Båndfilmkatalog* (Filmstrip catalogue). Ringsted [s.d.], 31 p.

A commercial catalogue of filmstrips and diapositives; 350 items intended for schools.

- 46 *Gjellerups skole- og lærebøger* (Gjellerup's textbooks and reading books). København, Gjellerup, 1959. 208 p.

- 47 *Gyldendals lærebogskatalog, 1960* (Gyldendal's catalogue of textbooks). København, Gyldendal, 1960. 193 p.

- 48 LAERERFORENINGERNES MATERIALEUDVALG (JOINT COMMITTEE ON TEACHING AIDS OF THE TEACHERS' ASSOCIATIONS). *Materialefortegnelse* (Catalogue). København, 1961. 31 p.

- 49 LANDSFORENINGEN AF LAESEPAEDAGOGER. *Frilaesningsbøger for læseretarderede* (Supplementary reading books for retarded readers), 3rd ed. København, 1960. 12 p.

A list prepared by the Association of Reading Specialists.

- 50 RELIGIONSLAERERFORENINGEN (ASSOCIATION OF TEACHERS OF RELIGION). *Et udvalg af religionslærerens hjælpemidler* (A selection of teaching aids). København, Religionslærerforeningens Materialecentral, 1958. 19 p.

A list of textbooks, teaching aids and books for teachers of religious knowledge.

- 51 V. RICHTERS SKOLEMATERIELFORLAG. *Hovedkatalog over skolemateriel til alle fag* (Main catalogue of teaching aids in all subjects). København, Richter, 1960. 64 p.

A commercial catalogue of teaching aids.

- 52 ——. *Katalog over filmbånd og lysbilleder* (Catalogue of filmstrips and diapositives). København, Richter, 1960. 24 p.

A commercial catalogue of filmstrips and diapositives for teaching.

- 53 *Skolebogskatalog for Aschehoug Dansk Forlag, H. Hagerups Forlag & J. Fr. Clausens Forlag* (Textbooks from Aschehoug, H. Hagerup and J. Fr. Clausens). København, Aschehoug, 1960. 71 p.

A publisher's catalogue of textbooks.

- 54 *Skolebogslisten, udarbejdet af Statens pædagogiske Studiesamling* (List of textbooks issued by the State Educational Library), 1958- . København, Dansk bibliografisk Kontor. 10 issues a year.

A duplicated list of recent textbooks for the elementary school (including the *real* school).

- 55 *Skolebøger fra 18 forlag* (Textbooks from 18 publishers). København, Den Danske Forlæggerforenings skolebogssektion, 1960. 150 p.

A publisher's catalogue of textbooks.

- 56 STATENS FILMCENTRAL. *Skolefilm* (Films for teaching). København, Statens Filmcentral, 1958- . 2 vols.

A loose leaf list, arranged according to a modified decimal classification, of films for teaching, which may be rented from Statens Filmcentral (State Film Centre).

- 57 *Vejledning i fremstilling af skolebøger* (Guide to the production of textbooks). København, Statens Trykningskontor, 1958. 112 p. (Betaenkning 188).

Education associations

Danish teachers are organized in nation-wide associations for the different types of schools. These associations deal with both educational and salary problems. In addition there are a number of special educational associations. [See 12 and 31 for directories of educational associations.]

The chief associations are listed in the *International directory of education associations* [International sources 2]. To these should be added:

- 58 FORENINGEN TIL LAERLINGES UDDANNELSE I HANDVAERK OG INDUSTRI FOR HELE LANDET (Association for the Education of Tradesmen)
Nørre Søgade 9A, København K.
- 59 KØBENHAVNS KOMMUNELAERERFORENING (Association of Men Teachers of Municipal Schools of Copenhagen)
Strandvej 140 B, Hellerup. (Founded in 1895.)
- 60 KØBENHAVNS KOMMUNELAERERINDEFØRING (Association of Women Teachers of Municipal Schools of Copenhagen)
Hattesens Allé 16, København F. (Founded in 1891.)

[See also Norway 107 and 108.]

Educational journals

Dansk pædagogisk tidsskrift [10] is the only educational journal covering all aspects of non-vocational education.

A great number of educational associations issue journals. [See 12 and 31 for directories of educational journals, and also the following journal which lists Danish professional periodicals.]

- 61 *Fagbladmarkedet* (The professions; market journal), 1951-. København. Annual.

A list of journals is given in the *International list of educational periodicals* published in 1957 [International sources 3]. There is in addition

- 62 *Nordisk tidsskrift for tale og stemme* (Nordic journal for speech), 1941-. (København). 3 issues a year.

See *Dansk tidsskrift-index* [11] which includes some education journals among those which it indexes. [See also Norway 113-115.]

Educational statistics

- 63 DET STATISTISKE DEPARTEMENT. *Børneskolen* (Children's schools), 1912-. København, Danmarks statistik, Statistiske meddelelser. 5 yearly.
Contains a bibliography of previous publications on children's schools.
- 64 ——. *Folkehøjskoler og landbrugsskoler samt hus-holdningsskoler* (Folk high schools, agricultural and domestic science schools), 1907-. København, Danmarks statistik, Statistiske meddelelser. 5 yearly.

[See also 20, 21 and 24.]

Education biography

- 65 *Dansk biografisk leksikon* (Danish dictionary of national biography). København, Schultz, 1933-44. vols. 1-27. In progress.
- 66 *Kraks blå bog* (Kraks blue book), 1910-. København. Annual.
The Danish 'Who's who'.
- 67 LARSEN, N. A. *Dansk skole-stat* (Danish school directory). København, Arthur Jensen, 1933. 4 vols.
A school directory comprising teachers of elementary schools, real schools, training colleges and secondary schools.
- 68 *Magisterstaten*. København, Dansk Magisterforening, 1953. 503 p.
A directory of graduates in the Faculty of Arts and the Faculty of Science. Earlier editions published in 1907 and 1926.
- 69 POULSEN, Carl; BENTHIEN, W. Th. *Laererne og samfundet* (The teacher and the community). København, Fr. Bagge, 1913-14. 4 vols.
A jubilee publication on the occasion of the centenary of the school laws of 1814. Contains biographies of well-known teachers of elementary schools and training colleges.

Teachers in vocational schools and institutions of higher education are frequently listed in the directories of the various trades and professions. [For list of directories see 9, 66.]

Education libraries and museums

The chief education library in Denmark is State Educational Library [1] which consists of a collection of publications on education (the Danish central library of education) and a collection of teaching aids. In addition there are 28 school centres (*skole-central*) with collections of textbooks and teaching aids. For a directory of the school centres see *Den Danske skolehåndbog* [12]. See also the Library of the Technological Institute [5], which is the central library for the technological sciences.

Inter-availability of educational resources

- 70 *How to study in Denmark*. Copenhagen, The National Union of Danish Students, Danish International Student Committee, 1950. 89 p.
- 71 STATE EDUCATIONAL LIBRARY. *List of books in English on education in Denmark*, 4th ed. Copenhagen, 1960. 6 p.

[See also 8, 33, 34, 35, 41.]

A documentation centre was created under the provisions of the Minister of Education and Fine Arts' resolution no. 1026'59 of 30 April 1959.

1 CENTRO NACIONAL DE INFORMACIÓN Y DOCUMENTACIÓN PEDAGÓGICA

Instituto Técnico Pedagógico, Ministerio de Educación y Bellas Artes, Avenida Máximo Gómez, Santo Domingo.

The aim of the centre is to offer educators the opportunity to extend and improve their professional preparation. The centre is to consist of an educational library with sections for textbooks, specialized works on education, educational journals from all over the world, and documentation on educational legislation, especially as it refers to plans and programmes of study. The facilities of the centre will be available to all teachers and it may lend its materials in certain cases. Attached will be a small psycho-pedagogical laboratory responsible for making studies of the classification and intellectual quotient of Dominican students, as well as any other investigations which will serve to give a more exact knowledge of the student. The centre will also distribute the work units for the Plan de Capacitación y Perfeccionamiento del Magisterio Nacional (Plan for the Training and Improvement of the Teaching Profession), as well as educational publications issued by international educational organizations.

Reference works

There is no current national bibliography for the Dominican Republic, the last number of the *Anuario bibliográfico dominicano* having appeared in 1947. The numbers for 1950 and 1951 were actually compiled, but were never published.

Sources for information on new educational works issued in the country are the *Bibliografía de Centroamérica y del Caribe* and *Caribbean acquisitions* [Costa Rica 4 and 5] and the *Handbook of Latin American studies* [Bolivia 2]. Listings are selective and usually appear two or three years after the date of publication of the works reviewed.

Reference may be made also to *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The basic right of all citizens to a fundamental education and the duty of the State to provide it are specified in Title II, Article 8, paragraph 6, of the Constitution voted by the National Assembly in 1960. Primary education is compulsory for those of school age, as well as for those beyond it who have been deprived of elementary schooling. Primary edu-

cation and that offered by the State in vocational, artistic, commercial, manual arts and home economics schools shall be at the cost of the State. The Government is obligated to take all necessary measures to prevent the reappearance of illiteracy.

2 Constitución de la República Dominicana. The text makes up the entire issue of the *Gaceta oficial*, vol. 82, no. 8527 bis, 5 dic. 1960, p. 3-48.

The principal laws on which the administration of the educational system are based were enacted in 1951. They are contained in

3 SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES. *Ley orgánica de educación; ley sobre educación primaria obligatoria*. Ciudad Trujillo, La Palabra de Santo Domingo, 1956. 44 p.

Includes the text of Organic Law no. 2909 of 5 June and Law no. 2962 of 24 June 1951. The latter makes education compulsory for all children 7 to 14 years old.

Since then, the following important dispositions relating to education have been put into effect. They are listed in chronological order:

4 'Ley no. 3400 que dispone la alfabetización obligatoria'. In: *Gaceta oficial*, vol. 73, no. 7483, Oct. 25, 1952, p. 4-7.

This law requires literacy for all persons from the age of 14 to 50 and indicates the general line of action to be taken by the Government in its literacy campaign.

5 'Ley sobre educación religiosa'. In: *Gaceta oficial*, vol. 74, no. 7613, 10 oct. 1953, p. 11-12.

Law no. 3644 of 5 October 1953, which specifies the moral and religious principles to serve as a basis for the official programmes of study in the nation's schools.

6 SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES. *Plan de perfeccionamiento del magisterio nacional, resolución no. 1026'59*. Ciudad Trujillo, 1959. 7 p. Processed.

A resolution of the Minister of Education, dated 30 April 1959, which establishes the basis for an intensive programme of raising the level of the teaching profession. The full text of the resolution is given.

7 'Ley de organización universitaria'. In: *Gaceta oficial*, vol. 80, no. 8363, 27 mayo 1959, p. 3-31.

This law, no. 5130 of 15 May 1959, supersedes, reforms or codifies earlier legislation on the organization of university education.

8 'Ley no. 5263 sobre subvenciones del estado a centros de enseñanza particulares o semi-oficiales'. In: *Gaceta oficial*, vol. 80, no. 8431, 16 dic. 1959, p. 3-5.

Regulates the subsidies granted by the State to private and semi-official educational establishments.

Other laws on education may be located by consulting the index to the official gazette:

- 9 'Índice general de la legislación de la República Dominicana', 1937-48. In: *Gaceta oficial*, 1938-49. Annual.

The index was published as a complete number of the *Gaceta* once a year (usually in October or November). After the 1948 issue it began to be published separately as

- 10 SECRETARÍA DE ESTADO DE LA PRESIDENCIA. SECCIÓN DE REGISTRO DE LEYES. *Suplemento del índice general de la legislación de la República Dominicana*. Santo Domingo. Annual.

Lists laws enacted by the National Assembly under the appropriate subject. Each entry gives the number of the law, a brief description of its content, and cites the issue of the *Gaceta oficial* in which the text of law appeared.

The *Revista de educación* [36] regularly has a section titled 'Legislación escolar' which includes departmental orders, ministerial resolutions and circulars, and executive degrees (regulations) on education.

The following article summarizes the most important dispositions put into effect over the recent 30-year period:

- 11 IGLESIAS B., Salvador A. 'Dominicanidad de la legislación educativa en la era de Trujillo'. In: *Renovación, órgano del Instituto Trujilliano*, no. 24, enero/marzo 1960, p. 5-17.

A brief study of the essentially national orientation of educational laws enacted during the Trujillo administration. Written by the Dean of the Faculty of Philosophy and Education at the University of Santo Domingo.

For a reference in English, see *Index to Latin American legislation* [Venezuela 20].

Administration and structure

The educational system is centralized, local communities having little financial or administrative responsibility in operating the schools. It is headed by the Minister of Education and Fine Arts, who is advised by a National Council of Education which establishes curricula and syllabuses and can recommend any changes in school regulation which it considers appropriate. Administratively, the country is divided into five departments, each headed by an appointed official, the *intendente de educación*. There is a further subdivision of the system into 67 school districts headed by district inspectors of education. The inspectors are responsible for seeing that the official programmes are followed in all primary

schools, whether public or private. Some schools may be subsidized in part by the Government, provided they meet legal requirements; government support places them in the semi-official category. Establishments financed entirely by private bodies have a large degree of independence at the secondary and higher levels. They are not obliged to follow the official programmes, and do not require a licence. Government regulation is limited mainly to the amount of recognition awarded to the certificates, diplomas and degrees granted by the private institutions.

Education is compulsory from the age of 7 to 14. Pre-primary training is provided in both public and private kindergartens, of which the number is still small. Primary education is usually offered in a five-year course by rural schools and in a six-year course by urban schools. The *certificado oficial de suficiencia en los estudios primarios* (primary school certificate) is granted for a minimum of four years of study. The content of the urban and rural school curriculum is generally the same, the rural programme being simply oriented toward the agricultural milieu.

A programme designated as intermediate education amplifies the primary studies for pupils and prepares them for secondary schools. The course is a two-year one of general studies. In large cities it is given in *liceos de educación intermedia* (intermediate schools); smaller locations often use separate classrooms of the primary school for the purpose. Secondary education proper lasts for four years—three years common to all and a supplementary year of specialization for prospective university students and higher normal school pupils. The larger municipalities have night schools for adults who wish to pursue studies at the secondary level. Commercial schools provide one segment of vocational education, offering an elementary and an advanced course. The National School of Arts and Crafts and other similar establishments give training in mechanical skills, carpentry, radio, metal working, home economics, etc. Preparation for vocations in the arts is provided by the National School of Plastic Arts, the National Conservatory of Music and various other schools of ballet, television, etc.

Normal schools are based on the two-year intermediate programme. Rural primary teachers take two additional years and secondary teachers three years of study in rural normal schools. Urban normal schools have a four-year programme at the secondary level for primary teachers. Urban secondary teachers obtain the baccalaureate in order to pursue university studies.

Entrance to schools of the University of Santo Domingo requires either the four-year academic baccalaureate or (for accountants) the three-year baccalaureate in commercial studies. The university has faculties of medicine, law, economics, agronomy and veterinary science, pharmacy, philosophy and letters, engineering and architecture, dentistry and chemistry. The programmes vary from two years for the School of Journalism to six years for the licentiate in medicine.

The Government has been notably active in campaigns to eradicate illiteracy. In 1952, literacy was demanded of adults and a literacy campaign was initiated. By 1960 over 10,000 literacy training units were in existence, and the campaign had reduced the country's percentage of illiterates to one of the lowest in Latin America.

The most recent large-scale programme of the Government, begun in 1959, has been directed at raising the level of the teaching profession through an intensive campaign of supplementary training, creation of professional study groups throughout the country, publication of work units for use by the study groups, establishment of regional professional libraries for teachers, and the organization of a documentation centre in the Ministry of Education. In recent years the Government has also pursued an accelerated programme of school construction.

The annual report of the Minister of Education appears very irregularly. For several years of the 1950's, none was published. A 10- or 15-page summary of the work accomplished in the field of education during the year is included in the annual message of the President:

- 12 PRESIDENTE. *Mensaje depositado en el Congreso Nacional ... por el Presidente de la República Dominicana*, 1881-. Santo Domingo. Annual. (Title and frequency vary.)

See also the report submitted to the *International yearbook of education* [International sources 5].

The budget of the Ministry of Education is given in

- 13 JEFE DE CONTABILIDAD. *Presupuesto de ingresos y ley de gastos públicos*, 1916-. Santo Domingo. Annual. (Title and frequency vary.)

Allocations for government departments are given in summary form (annual figures) and in detail (usually monthly figures). For the Ministry of Education the detailed figures are for personal services by administrative department, and for individual secondary establishments and other cultural institutions for which the Minister is responsible. There is also a list giving the amounts of State subsidies to each of the semi-official schools.

On the educational system in general, information may be found in:

- 14 NIVAR, Consuelo. *Sistema educativo en la República Dominicana*. Ciudad Trujillo, Librería Dominicana, 1952. 127 p.

This doctoral thesis is divided into five parts. The first four are chapters on the various periods in the history of education in the Dominican Republic. The fifth, devoted to conclusions, takes into account the aims of education in the country studied and suggests reforms which might be introduced. Nine pages of bibliography complete the work.

- 15 PACHECO, Armando Oscar. *La obra educativa de Trujillo*. Ciudad Trujillo, Impresora Dominicana, 1955. 2 vols. (La Era de Trujillo; 25 años de historia dominicana, 5-6).

A history of Dominican education from 1930 to 1955. Volume 1 surveys the formal education system from pre-primary to university. Programmes for the various levels of instruction are usually summarized. Volume 2 deals with more specific aspects such as scholarships, school construction, social security and tenure for teachers, international co-operation, libraries and other cultural establishments.

- 16 SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES. *Síntesis de la organización educativa en la Era de Trujillo*. Ciudad Trujillo, 1955. 24 p. Processed.

Describes the educational system from the point of view of administration and organization, with short sections on each of the teaching levels and types of training offered. Summaries of programmes are given for primary, secondary and normal schools.

- 17 ——. *Panorama de la educación en la República Dominicana*. Ciudad Trujillo, 1957. 18 p.

The development and organization of education during the Trujillo period, with a description of the methods and results of the literacy and school construction programmes of the 1950's.

For special aspects of the educational system, see:

Bibliografía de la educación primaria ... [Venezuela 28].

- 18 SEMINARIO IBEROAMERICANO DE ENSEÑANZAS TÉCNICAS, Madrid, 1956. *Organización de las enseñanzas técnicas en la República Dominicana*. [Madrid] Oficina de Educación Iberoamericana [1956?].

- 19 PAN AMERICAN UNION. DEPARTMENT OF CULTURAL AFFAIRS. DIVISION OF EDUCATION. *Vocational education in the Dominican Republic*. Washington, 1951. 86 p. (Vocational education, series N, no. 6).

A description of the development and organization of the vocational education system, considering administrative aspects and the training offered in specific establishments both public and private, for which summaries of programmes are frequently supplied.

- 20 SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES. DIRECCIÓN GENERAL DE ALFABETIZACIÓN Y EDUCACIÓN DE ADULTOS. *Campaña Trujillo de alfabetización, su organización y desenvolvimiento*. Ciudad Trujillo, Editorial del Caribe, 1957. 62 p. An account of the campaign begun in 1952 which reduced adult illiteracy by more than 20 per cent by mid-1957. Background, organization, teaching methods, pertinent statistics, and an analysis and summary of results. The law instituting the campaign is cited above [4].

Information on the University of Santo Domingo may be found in the following:

- 21 SÁNCHEZ, Juan Francisco. *La Universidad de Santo Domingo*. Ciudad Trujillo, Impresora Dominicana, 1955. 414 p. (La Era de Trujillo; 25 años de historia dominicana, 15).
A comprehensive history of the university from 1930, describing its situation at the beginning of the Trujillo régime, the reorganization of its structure and programmes in the mid-30's, and its subsequent development. The present administrative structure and programmes of study are described in detail.
- 22 UNIVERSIDAD DE SANTO DOMINGO. *Calendario y boletín universitario para el año académico*. . . . Santo Domingo, Edit. Atenas. (Publicaciones de la Universidad de Santo Domingo). Annual.
General information on entrance requirements, registration, fees, facilities, teaching staff, programmes of study of the various faculties, degrees offered, and a calendar of official dates.

The official programmes of study currently in use have been published as follows:

- 23 SECRETARÍA DE ESTADO DE EDUCACIÓN Y BELLAS ARTES. *Programas de la educación primaria*. Ciudad Trujillo, 1951. 217 p.
- 24 ——. *Programas de la educación primaria urbana*. Ciudad Trujillo.
These programmes have been published as follows: 1º curso. s.d. 31 p.; 2º curso. 26 p.; 5º curso. 43 p.
- 25 ——. *Programas de la educación rural*. Ciudad Trujillo.
The following have appeared: 1º, 2º y 3º curso. s.d. 95 p.; 4º curso. 1955. 38 p.
- 26 ——. *Programas de la educación intermedia*. Ciudad Trujillo, 1950. 129 p.
The following have also been published: 1º curso. 1954. 59 p.; 2º curso. 1954. 58 p.
- 27 ——. *Programas de la educación secundaria*. Ciudad Trujillo, 1951. 298 p.
The following have also been published in this series—all in 1955: 1º curso. 58 p.; 2º curso. 53 p.; 3º curso. 62 p.; 4º curso,

filosofía y letras. 38 p.; *ciencias físicas y matemáticas*. 55 p.; *ciencias físicas y naturales*. 41 p.

- 28 ——. *Programas de las escuelas de emergencia, 1º y 2º curso*. Ciudad Trujillo, 1955. 61 p.
- 29 ——. *Programas de los magisterios normales primario y secundario*. Ciudad Trujillo, 1951. 92 p.

[See also Panama 31.]

Textbooks and instructional materials

The Instituto Técnico Pedagógico (Technical Institute of Education) of the Ministry, working closely with the directors of the departments of primary and secondary education, is authorized to rule on the suitability of textbooks under the provisions of Article 6 of the Organic Law of Education and Decree no. 3381 of 15 December 1957. Official approval of texts is announced in resolutions of the Minister, as need arises. Some resolutions authorize the use of a single title, while others—such as the following—may embody comprehensive lists:

- 30 'Resolución no. 1253'59 que recomienda los libros adecuados para la enseñanza de los distintos cursos y materias de la educación primaria, intermedia y secundaria'. In: *Revista de educación* (Ciudad Trujillo), vol. 24, no. 3, sept./dic. 1959, p. 77-82.
This resolution, dated 18 December 1959, lists by course and subject all officially approved texts for primary, intermediate and academic secondary schools. In many cases several alternative titles are given. Adoption of the texts is not compulsory.

The Government supplies certain teaching manuals, syllabuses and instructional materials (globes, maps, charts, pictures) to the schools, but classroom texts must be purchased by the student. The Ministry is encouraging the production of new textbooks. Special commissions to study textbook needs in specific areas are appointed from time to time. One of the government's aims is to have enough teaching materials produced nationally so as to minimize dependence on importations which do not conform to national requirements and to the student's ability to pay.

Education associations

- 31 ASOCIACIÓN DE COLEGIOS CATÓLICOS PRIMARIOS Y SECUNDARIOS
Colegio Mayor Universitario San José de Calasanz, Santo Domingo.
- 32 ASOCIACIÓN DOMINICANA DE MUJERES UNIVERSITARIAS
José Reyes no. 5 altos, Santo Domingo.

- 33 ASOCIACIÓN NACIONAL DE MAESTROS
Secretaría de Estado de Educación y Bellas Artes,
Santo Domingo.
- 34 CONFEDERACIÓN NACIONAL DE COLEGIOS PROFESIO-
NALES UNIVERSITARIOS
Edificio Diez 316, Santo Domingo.

Educational journals

Two professional journals are currently issued. Both appear under the auspices of the Ministry of Education:

- 35 *Boletín de la Comisión Nacional Dominicana de la Unesco*, 1959-. Santo Domingo. Monthly.
Primarily an information bulletin on the work of the National Commission for Unesco, includes also short articles on different aspects of Dominican education—such as the school building programme, student co-operatives and teacher training. There is a page of news items, and occasionally articles appear on education abroad or on Unesco programmes in general. Wider in scope is the
- 36 *Revista de educación*, 1919-. Santo Domingo. Irregular (now three times yearly).
Despite its title, this substantial journal is not limited to the field of education, but also covers music, literature, theatre and plastic arts. Each number has several articles on educational topics and includes, in addition, a valuable section

for the information of educators, 'Legislación escolar', of resolutions, circulars and executive orders.

Educational statistics

Statistical activities are centralized in the Dirección General de Estadística (Bureau of Statistics). By the provisions of Law no. 5096 of 6 March 1959, government agencies must submit statistical data which they collect to the Bureau for processing and publication. Specific responsibility for educational statistics lies with the Social and Cultural Statistics Section of the Bureau. The Ministry of Education maintains its own statistical section for the collection and processing of information received from the Ministry's subordinate offices, the corps of inspectors, and heads of educational establishments.

The following is the only statistical publication which includes information on the educational system:

- 37 DIRECCIÓN GENERAL DE ESTADÍSTICA. *Anuario estadístico de la República Dominicana*, 19[?]-. Santo Domingo. Annual.
Educational statistics have been included in the *Anuario* since 1936. The information is presented as follows: number of schools by type; teachers by sex, civil status, nationality and type of accreditation; enrolment by sex, age and educational level; student attendance and promotion.

A documentation centre was created by presidential decree no. 1297 dated 27 June 1956.

1 CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN PEDAGÓGICA

Sección de Estadística y Escalafón, Ministerio de Educación Pública, Quito

According to the provisions of the decree, the centre's functions are to collect, organize, and maintain up-to-date documentation on education in Ecuador, to make studies of educational problems, to disseminate information on the educational system, and to promote the exchange of information with other countries and agencies.

Reference works

There are no encyclopaedias, dictionaries or directories nationally published, and no current bibliography. Information on newly issued works is hard to find. Occasional titles in the field of education appear in the *Handbook of Latin American studies* [Bolivia 2]. See also *Education in Latin America: a partial bibliography* [Venezuela 6].

The best source of information in general is the annual report of the Minister of Education [6].

Legislative and policy documentation

The constitutional bases of education are to be found in articles 171-3 of the Constitution of 1946. Article 171 states that the education of children is a primary right and duty of parents. Municipalities may subsidize private schools to an amount no greater than 20 per cent of revenues allocated to education; the national executive power requires the approval of the Council of State before it may grant such aid. Primary education is compulsory and in public schools is at the expense of the State; official instruction in arts and crafts at any level is also given free by the Government. Public education is secular and non-partisan. Article 172 guarantees autonomy to public and private universities. Article 173 imposes on the State the obligation of establishing and maintaining free institutions for training in arts, crafts, business, agriculture and other remunerative careers. The State shall provide needy students in primary and arts and crafts schools with the necessary materials for their instruction.

The full text of the Constitution is found in

- 2 BORJA Y BORJA, Ramiro, ed. *Las constituciones del Ecuador*. Madrid, Ediciones Cultura Hispánica, 1951. 699 p. (Las Constituciones hispanoamericanas, vol. 1).

Gives all Ecuador's constitutions from 1812 to that of 1946 now in force (p. 629-99). There is a 183-page historical and comparative introduction to the texts.

- 3 *Índice general y clave de legislación publicada en el Registro oficial, 1950-* . Quito, Talleres Gráficos del Servicio de Suministros. Semi-annual.

An index to the official gazette, the *Registro oficial*. Gives the number of the decree or law, a summary of its import, and the date and number of the *Registro* in which the text was published. The arrangement is a hybrid subject-alphabetical one; for educational legislation it is simplest to consult the table of contents under 'Educación pública'.

Education laws are indexed also in this more general work:

Index to Latin American legislation [Venezuela 20].

A convenient compilation on educational laws is the following:

- 4 MINISTERIO DE EDUCACIÓN PÚBLICA. *Recopilación de las principales leyes de educación*. Quito, Talleres Gráficos de Educación, 1957. 122 p.

In this compilation each law is followed by any pertinent modifications introduced after it was passed.

Laws and decrees relating to the Central University are collected in

- 5 UNIVERSIDAD CENTRAL DEL ECUADOR. *Leyes y decretos relacionados con la Universidad Central*. Quito, Editorial Universitaria, 1957. 54 p.

Administration of the educational system

The Minister of Education heads the system and has final authority for pre-primary, primary and secondary education. He is assisted by two advisory bodies, the Fellowship Committee and the National Education Council. Outside the formal structure of the Ministry but maintaining close liaison with it have been the Unesco Technical Mission and the Servicio Cooperativo Interamericano de Educación (SCIE, Interamerican Co-operative Education Service), jointly sponsored and financed by the governments of Ecuador and the U.S.A. Under the Minister, the chief administrator is the under secretary. The ministerial divisions fall into two broad groups—the technical and the administrative sections. The former are those for primary, secondary, technical and physical education; the latter are responsible for statistics, extension and publications, budget, archives, school materials, general administration and so on. Co-ordination of the activities of the technical sections is through the Director-General of Education.

In each province, administration is exercised by the Dirección Provincial de Educación (Provincial Bureau of Education) headed by a director. Responsible to the Director and also reporting to the technical sections is a corps of school inspectors. The provinces are divided into *cantones*, each with a municipal council performing local administrative functions. Municipalities are required to allot a fixed percentage of their revenues to education; where these are not sufficient, the Ministry may grant small subsidies or establish national schools, *escuelas fiscales*. Private schools, most of which are maintained by religious groups, must conform to official curricula and are subject to government inspection.

Ecuador's five universities are autonomous institutions with separate budgets and administration.

A major reference is

- 6 MINISTERIO DE EDUCACIÓN PÚBLICA. *Informe a la nación*, 1898-99-. Quito. Annual.

The report of the Minister of Education devotes a chapter to the year's work of each department and in recent years has included sections for Unesco and SCIE programmes. The chapter on the statistics and personnel section is the best source of educational statistics and is sometimes produced as an offprint.

The general budget voted by Congress is usually published in December of each year and appears only in the official gazette:

- 7 *Registro oficial*.

The educational implications of the National development plan are contained in

- 8 JUNTA NACIONAL DE PLANIFICACIÓN Y COORDINACIÓN ECONÓMICA. *Plan inmediato de desarrollo*, ed. preliminar. Quito, 1960-61. 2 vols.

Chapter 8 of volume 2 (p. 349-94) is titled 'Programas de educación'. Statistical tables for 1952-53 and 1958-59 are used as a base for projecting future needs for physical plants and teaching staff, and for the financial requirements necessary to provide them. The role of education is analysed both from the point of view of the demands it will make on the economic resources of the country, and of how much it can contribute in human terms to the total national economic product. Of necessity, much emphasis is placed on technical and vocational training in primary and secondary schools.

There follow other works concerned with administration of education:

- 9 MINISTERIO DE EDUCACIÓN PÚBLICA. *Guía teórico-técnica de la inspección escolar*. Quito, Talleres Gráficos de Educación, 1958. 167 p.

A manual for administrators and school inspectors on the theory and objectives of school inspection, together with detailed practical instructions on inspecting techniques and the making of reports.

- 10 ——. *Reglamento de la inspección de educación primaria*. Quito, Talleres Gráficos de Educación, 1958. 19 p.

The text of the Minister's regulation no. 492 bis of 31 May 1958 on the inspection of primary schools.

- 11 ——. *Reglamento de régimen escolar no. 493*. Quito, Talleres Gráficos de Educación, 1958. 31 p.

Ministerial regulation no. 493 of 31 May 1958 on the functions and duties of primary school directors and teachers, rights and obligations of students and parents, rules governing vacations, holidays and excursions, regulations pertaining to examinations and the granting of certificates, and other administrative matters.

Structure and organization

Kindergartens for children four to six years old are mainly State-supported and available only in the larger cities.

Primary education is compulsory from the ages of 6 to 14. The schools are of three types: *completas* (complete) offering the full 6-year programme, *incompletas* (incomplete), and night schools with flexible programmes for children and adults. Almost all rural schools are of the incomplete type.

Secondary schools offer four diploma programmes, all of six years. They are in modern humanities, classical humanities, education and technical education. Completion of the full programme enables a student to enter the appropriate school or faculty of a university. Urban primary teachers require the six-year secondary diploma; rural primary teachers are trained in rural normal schools with four-year programmes on the secondary level. Secondary teachers must have a university degree. Vocational education is offered in secondary schools of industrial arts and technical colleges with terminal or university preparatory programmes.

A summary description of the education system will be found in the *World survey of education* [International sources 8]. A fuller treatment is contained in

- 12 'Panorama de la educación ecuatoriana; homenaje al II Congreso Iberoamericano de Educación'. In: *Revista ecuatoriana de educación* (Quito), año VII, no. 33, sept./oct. 1954, 128 p.

This issue, edited by Dr. Emilio Uzcátegui, is made up of short monographs by eminent educators in which various aspects of the educational system are described. There are chapters on pre-primary, primary, secondary, vocational, normal, physical and higher education, and a description of the work of the Casa de la Cultura Ecuatoriana. There is also a short list of education journals and a brief bibliography of Ecuadorian books on education published from 1929 to 1954.

Also on the educational system in general is the work of an eminent scholar and educator:

- 13 RUBIO ORBE, Gonzalo. *Aspectos educativos*. Quito, Casa de la Cultura Ecuatoriana, 1958. 154 p. (Ensayistas ecuatorianos).

Makes extensive use of available statistics to define and analyse problem areas in the national educational system. Parts 1 to 4 deal respectively with fundamental, primary, secondary and higher education. Later sections treat such specific aspects as the economic situation of the teacher, teaching aids, educational associations and professional training of teachers. A last chapter recapitulates in succinct form the recommendations previously made throughout the book. The text of this work was published also in the *Revista ecuatoriana de educación* (Quito), año 10, no. 48, nov./dic. 1958, p. 85-232.

Older, but still useful, is

- 14 GARCÍA, Leonidas. *Panorama y orientaciones de la educación ecuatoriana*. Quito, Casa de la Cultura Ecuatoriana, 1951. 247 p.

A collection of numerous essays written by Dr. García over the course of his career as an educator. The most substantial of the papers is 'La educación en la República de Ecuador' (p. 25-134), a panoramic survey of the educational system as of about 1950.

A description of vocational and professional training will be found in

- 15 SEMINARIO INTERAMERICANO DE ENSEÑANZAS TÉCNICAS, Madrid, 1956. *Organización de las enseñanzas técnicas en Ecuador*. [Madrid] Oficina de Educación Iberoamericana, s.d. (Informe no. 3).

The problem of fundamental education has been the object of a concerted attack by governmental, international and private groups. Of the latter, the most important is the Unión Nacional de Periodistas (UNP, the National Union of Journalists). Its work is described in

- 16 UNIÓN NACIONAL DE PERIODISTAS. *La UNP en la educación popular*. Quito [1954]. 79 p.

Describes the literacy campaign begun in 1944 with government sanction and support. The account of programmes and results up to 1954 is supplemented by numerous illustrations and statistics.

A list of 43 publications of a technical-pedagogical nature published in Ecuador between 1944 and 1956 will be found in Rubio Orbe's *Aspectos educativos* [13]. Several of them deal with special aspects of the educational system.

[For a bibliography of primary education, see Venezuela 28.]

Plans of study for primary urban schools [17], primary rural schools [18] and secondary academic schools [19-22] are listed below:

- 17 MINISTERIO DE EDUCACIÓN PÚBLICA. *Plan de estudios y programas para las escuelas graduadas*. Quito, 1955. 335 p.
- 18 ——. *Programas para las escuelas rurales y semi-urbanas*. Quito, 1959. 148 p.
- 19 ——. SECCIÓN SECUNDARIA Y SUPERIOR. *Programas para el primer curso de los colegios de bachillerato*. Quito, 1955. 140 p.
- 20 ——. ——. *Programas para el segundo curso de los colegios de bachillerato*. Quito, 1956. 77 p.
- 21 ——. ——. *Programas para el tercer curso de los colegios de bachillerato*. Quito, 1957. 123 p.
- 22 ——. ——. *Reforma al plan de estudios para colegios de humanidades modernas; programas de las asignaturas modificadas por el nuevo plan de 4º, 5º y 6º cursos de segunda educación*. Quito, 1960. 285 p.

Programmes of study for secondary technical education were in process of revision in 1959-60, to be put into effect in 1961.

Educational studies and research

Until recently there was no focal point for educational study, research and planning within the Ministry of Education. An executive decree of February 1959 created the Oficina de Planeamiento de Educación (Educational Planning Office), to be organized by the Ministry with the assistance of technical experts from Unesco. Its functions are to formulate integrated plans through the knowledge gained from quantitative and qualitative research into problem areas of the educational system, and to co-ordinate the work of public and private planning and research groups.

In the fields of rural schooling, vocational education, teaching methods and teacher training, the Servicio Cooperativo Interamericano de Educación (SCIE) has been active in investigating instructional needs, devising curricula and methods, and evaluating programmes. Special studies by Unesco experts in such areas as educational planning, school inspection, community development and so on are in constant progress. The activities of SCIE and the Unesco Mission are regularly summarized in the Minister of Education's annual report [6]. Moreover, the SCIE issues an annual report: *Informe anual*.

Among non-governmental research groups, the most significant is the Sociedad de Maestros Grupo Cuadernos pedagógicos [37].

In general, Ecuadorian educators have been very receptive to foreign educational ideas and have been active in numerous international co-operative programmes. Several noted teachers and administrators have made comparative studies under fellowship grants from Unesco, and Ecuador has in turn benefited from the services of foreign educators under similar arrangements. The net result has been the creation of a lively atmosphere of inquiry and experimentation, some of which has been embodied in monographic studies, and an even larger proportion found its way into the pages of the Ministry's *Revista*. Some studies are listed below:

- 23 ALBORNOZ, Hugo, ed. *Escuela rural*. Quito, Ministerio de Educación Pública y Servicio Cooperativo Interamericano de Educación, 1950-52. 6 vols. Processed.

A series of reports and papers by SCIE experts on rural education with special reference to intensive programmes for the training of rural normal teachers. Included are progress reports, syllabuses, summaries of discussion groups on specific areas, recommendations for improvement of teacher training, and a volume of methodological suggestions for normal school professors.

- 24 'La educación secundaria y sus nexos con la educación superior'. In: *Filosofía, letras y educación* (Quito), año 10, no. 25, enero/dic. 1957, 237 p.

A collection of reports and conclusions emanating from a series of panel discussions organized by the Faculty of Philosophy, Letters and Educational Sciences of the Central University. The general theme is the nature of secondary education and its relation to university studies. Much of the discussion is devoted to an analysis and evaluation of curriculum content and teaching methods.

- 25 ESTUPIÑÁN TELLO, Julio. *La educación fundamental*. Quito, Casa de la Cultura Ecuatoriana, 1957. 199 p.

Written on a Unesco fellowship, this work studies and defines the nature, objectives and programmes of fundamental education. Much of the presentation is based on the work of the Centro Regional para la Educación Fundamental en América Latina (CREFAL) at Pátzcuaro, Mexico. Part 2 deals with educational missions in Ecuador and includes a case study of the Esmeraldeña rural school.

- 26 OLAIZOLA, Sabás. *El plan de maestros asociados o de ambientes especializados, una nueva estructura de la escuela primaria*. Quito, Casa de la Cultura Ecuatoriana, 1955. 212 p.

The author, a noted Uruguayan educator, originated the concept of 'Associated teachers' which replaces the traditional single teacher with a co-ordinated plan entailing the reorganization of the educational process around a core of three teachers for each course—one each for classroom, laboratory and workshop. He explains the concept, recounts its historical development since its inception in the late 1920's, and describes its methodology. With slight changes, the book was published in the *Revista ecuatoriana de educación* (Quito), año 8, no. 35,

enero/feb. 1955, p. 3-198, and by the Ministry of Education of Honduras in its Colección Ramón Rosa, Tegucigalpa, 1956.

- 27 ROMO DÁVILA, Carlos. *La escuela en la vida y la vida en la escuela*. Quito [1957]. 106 p.

The author is rector of the Colegio Pichincha, an experimentally oriented vocational school in Quito. He uses the experience to demonstrate the moral, civic and professional value of a life-related instruction programme. Specific work units and teaching methods are described.

- 28 TOBAR, Julio. *Evolución de las ideas pedagógicas en el Ecuador*. Quito, Imprenta de la Universidad, 1953. 170 p.

A study of educational thought from the colonial era to the present. The last third of the book describes the impact of such foreign theorists as Dewey, Decroly, Dalton and Olaizola on the development of modern education in Ecuador.

- 29 UZCÁTEGUI, Emilio. *La obligatoriedad de la educación en el Ecuador*. Quito, Casa de la Cultura Ecuatoriana, 1952. 158 p.

Examines the development of primary education with special reference to the stages by which it has become compulsory. The author analyses the present state of primary and fundamental education and buttresses his presentation with many statistics.

The following works are primarily in the field of comparative education:

- 30 CHAVEZ, Ligdano. 'Formación de profesores en algunos países de América'. In: *Revista ecuatoriana de educación* (Quito), año 6, no. 25, enero/abril 1953, 288 p.

The entire issue is given over to a comparative study of teacher training in Uruguay, Brazil, Puerto Rico, Mexico and Ecuador. Most of the data was gathered at first hand while the author was travelling on a Unesco fellowship in 1951-52.

- 31 LARREA, Julio. *La educación nueva*, 2ª ed. Quito, Casa de la Cultura Ecuatoriana, 1960. 370 p.

A study of educational theories (Montessori, Dalton, Decroly, Dewey, Cousinet, etc.) and twentieth century educational systems. Comparative data are drawn from England, Germany, France, the Netherlands, Italy, the U.S.A. and other countries. The systems are studied from the point of view of objectives, organization, teaching methods, inspection and supervision, education for international understanding, and educational tendencies in Latin America.

- 32 ROMO DÁVILA, Carlos. *El proyecto educativo en el Ecuador y en Latino-América*. Quito, Casa de la Cultura Ecuatoriana, 1956. 68 p.

Stresses the need for a new practical orientation to problems of educational reform in Latin America, and proposes the formation of an Inter-American union of educators to encourage professional solidarity and facilitate co-operative programmes on a hemisphere-wide basis.

- 33 RUBIO ORBE, Gonzalo. *Promociones indígenas en América*. Quito, Casa de la Cultura Ecuatoriana, 1957. 403 p.

Studies the problem of educating and raising the standard of living of indigenous populations in Latin America. Based on the author's wide experience in Mexico, Bolivia, Peru and Ecuador. Pages 303-401 deal with problems of Indian education in Ecuador.

Textbooks and instructional materials

Textbooks for primary and secondary schools have, until recent years, been privately written and commercially published. Almost all primary texts are printed in Ecuador. This is true also of many secondary textbooks, except in special fields such as mathematics and chemistry, where a good part of them are translations imported from Mexico, Argentina and other Spanish speaking countries. The cost of textbooks and personal school supplies is borne by the student.

Textbooks intended for official use are generally submitted to the Ministry of Education in advance of publication. If approval is granted, such a notice is usually printed in the book itself. The Ministry does not publish lists of approved textbooks and does not require the adoption of any specific text. Programmes and syllabuses are issued by the Ministry and distributed free to administrators and teachers.

With the objectives of maintaining better control of content and quality and of lowering the cost to the student, an editorial department was created in the Ministry of Education by Decree-Law no. 7 of 20 April 1959. It is financed by the sale of secondary diploma forms. The press has several series in progress, some of them especially directed toward the classroom. The Ministry also announces textbook compilations from time to time. Winning authors sign over their rights but receive a percentage of sales above an established minimum.

A list of 35 primary texts and supplementary reading books published between 1944 and 1956 will be found in Rubio Orbe's *Aspectos educativos* [13]. A similar list of 46 titles for secondary schools appears on p. 138-40. Except for textbooks used by denominational schools, the author believes the list to be virtually exhaustive for those years.

A list of booksellers, publishers and printers may be found in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

Audio-visual materials are coming into increasing use through the active programmes of a clearing house and training centre established under the auspices of the SCIE [see section 'Administration of the educational system' above]:

- 34 DEPARTAMENTO DE AYUDAS AUDIO-VISUALES
Servicio Cooperativo Interamericano de Educación, Amazonas 1560, Quito.

SCIE has also published numerous pamphlets, monographs and primary texts in small printings. One may cite its bibliography of books for school libraries, a catalogue of educational materials, and a reference list for the use of teachers. These materials may be requested from SCIE at the address above.

Education associations

Educational associations may be freely formed and are chartered by the Government. The most important is the National Union of Educators:

- 35 UNIÓN NACIONAL DE EDUCADORES

Apartado 2127, Quito.

Almost all pre-primary and primary teachers in public schools belong to affiliates of the UNE. Many secondary school teachers are also members. The association is directed by a Comité Ejecutivo Nacional (National Executive Committee); affiliated groups are under provincial committees. The purposes of the union are to improve the position of teachers in matters of salary, working conditions, tenure and social security benefits, and to secularize the national education system. Since 1955 the union has published an official organ, *UNE*.

The issue of religion in the schools is a lively and perennial one. Because of the wide difference of opinion on this point, associations of educators in private schools (most of which are administered by the Church) have tended to organize along denominational lines. Active in this area is the

- 36 CONFEDERACIÓN NACIONAL DE ESTABLECIMIENTOS DE EDUCACIÓN CATÓLICA

9 de Octubre, no. 830, Quito.

Apart from sectarian concerns is an association with an exclusively technical orientation:

- 37 SOCIEDAD DE MAESTROS GRUPO CUADERNOS PEDAGÓGICOS

Apartado 675, Quito.

It organizes conferences, round tables, discussion groups and similar activities and is primarily concerned with curriculum content, teaching techniques and the evaluation of specific projects and methods. Its informational organ is the series entitled *Cuadernos pedagógicos*, which has been published since 1933.

Educational journals

A number of educational journals are published, although they tend to appear somewhat irregularly (the Ministry's own *Revista*, for example, was suspended from 1954 to 1958). A list of journals may be found in *An International list of educational periodicals* [International sources 3].

Educational statistics

The Ministry of Education has a Sección de Estadística y Escalafón (Statistical and Professional Personnel Section) whose function is to collect, organize and publish statistical information on education. The section issued a bulletin for 1950-53 in 1953, the first of a projected annual series, but it was not found possible to continue publication, and no further numbers appeared. At present the only medium for the dissemination of the section's findings is the annual report of the Minister of Education [6]. The section's own report has in some years also been published as a separate.

The General Bureau of Statistics and Census in the Ministry of Economy is legally designated as the national clearing house for statistical information. In practice it devotes most of its efforts to the fields of business, trade and vital statistics. It does not issue a general yearbook and has not published statistics on education, except for the following:

- 38 MINISTERIO DE ECONOMÍA. DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS. *Primer censo de población del Ecuador, 1950*, vol. 5, *Población alfabeta y analfabeto*. Quito, 1955. Processed.

Contains the literacy figures for the population above the age of 10, as determined in the first national census of 1950. They are given by sex and province. A summary and interpretation of these data may be found in chapter 8 of

- 39 SAUNDERS, J. V. D. *La población del Ecuador, un análisis del censo de 1950*. Quito, Casa de la Cultura Ecuatoriana, 1959. 118 p.

Another résumé of the 1950 census is

- 40 MINISTERIO DE ECONOMÍA. DIRECCIÓN NACIONAL DE ESTADÍSTICA Y CENSOS. *Primer censo de la población del Ecuador, resumen de características*. Quito, 1960. 189 p.

Provides in an accessible form most of the information given above [39].

For comparative statistics of education for 1952-53 and 1958-59, see *Plan inmediato de desarrollo* [8].

Education biography

The most recent *Who's who* which includes biographies of educators dates from 1952. It is the *Quién es quién en Venezuela, Panamá, Ecuador, Colombia* [Colombia 36].

Reference works

El Salvador's national bibliography appears irregularly and with several years' delay in

- 1 *Anaqueles*, revista de la Biblioteca Nacional, 1929- . San Salvador. Irregular. (Title varies.)

The section titled 'Bibliografía Salvadoreña' is a decimal-classified catalogue of national imprints for a given year, with a second section supplying entries by author. The bibliographic descriptions, copied from the library's catalogue cards, are very full. The bibliography for 1954 was issued separately as an annex to *época* 5, no. 4, mayo/abril 1954.

Older research materials can be located in the library's retrospective catalogue:

- 2 BIBLIOTECA NACIONAL. *Bibliografía salvadoreña, lista preliminar... de las obras existentes en la Biblioteca Nacional*. San Salvador, 1952. 430 leaves. Processed.

An author listing of Salvadorean imprints before 1950 which are in the library's collections. There is no subject index, but many works on education will be found under the entries for the Ministry of Culture, p. 150-63.

A limited number of Salvadorean works are listed in the appropriate subject sections of the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4], *Education in Latin America: a partial bibliography* [Venezuela 6] and the *Handbook of Latin American studies* [Bolivia 2].

Legislative and policy documentation

The legal basis for education is provided by the Constitution of 1950, decrees of the Legislative Assembly, and executive agreements initiated by the Minister of Culture and issued under the authority of the President. Title XI, Chapter III, articles 197-205 of the Constitution pertain to education. The principal provisions are: Article 197, education is an attribute of the State, which shall organize the system and create the necessary institutions and services; Article 199, all citizens have the right to a basic education and must acquire it. Basic education shall comprise the primary level, and when imparted by the State shall be at the expense of the State; Article 200, literacy is a matter of social concern, and all citizens shall contribute to its achievement as the law determines; Article 201, officially imparted education shall be secular; private educational establishments are subject to State regulation and inspection, and the training of teachers shall be the exclusive responsibility of the Government; Article 205, the University of El Salvador is autonomous and the State shall allocate an annual sum for its support in the national budget.

The most recently published text of the Constitution is

- 3 *Constitución de la República de El Salvador, 1950*. San Salvador, Departamento de Relaciones Públicas, 1960. 121 p.

Laws of the Legislative Assembly are collected in

- 4 ASAMBLEA LEGISLATIVA. *Recopilación de leyes, 1950-*. El Salvador, Imprenta Nacional, 1955- . Irregular.

The volume for 1950 to January 1955 (1,048 p.) was published in 1955, with a second edition appearing in 1956. The laws are arranged by subject, those for education being in the section 'Ramo de cultura popular'.

Legislation on education enacted from October 1956 to September 1959 has been collected in

- 5 MINISTERIO DE CULTURA. *Legislación escolar, 1956-1959*. San Salvador, Editorial del Ministerio de Cultura, 1959. 202 p.

The agreements, laws and decrees are arranged chronologically. There is a table of contents, but no subject index.

Current laws on normal training may be found in

- 6 —. DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL. *Educación normal, decretos*. San Salvador, Departamento Editorial del Ministerio de Cultura, 1958. 74 p.

Includes the reform decree no. 5 of 5 January 1958, which reorganized the system of teacher training and annulled the provisions of the previous law of 1946. The decree gives the official programmes of study.

The legal bases for El Salvador's intensive programme of literacy and adult education are to be found in

- 7 —. DEPARTAMENTO DE ALFABETIZACIÓN Y EDUCACIÓN DE ADULTOS. *Recopilación de leyes y reglamentos de alfabetización y educación de adultos*. San Salvador [1953?]. 42 p.

Gives the text of eight decrees and regulations enacted in 1949-53. Chronological arrangement. No index.

New legislation relating to education is regularly included in a section of the journal *22 de junio* [23], even though it may pertain to other levels than the primary which is the journal's chief concern. Some material for El Salvador may be found in the *Index to Latin American legislation* [Venezuela 20].

University legislation has been collected in

- 8 UNIVERSIDAD DE EL SALVADOR. *Régimen legal*. San Salvador, Editorial Universitaria, 1959. 423 p.

Contains the text of the Organic Law of the University and amendments to it, the Organic Statute and its reforms, internal regulations pertaining to the incorporation of subordinate bodies, fiscal and economic procedures, rules governing admissions, and related topics.

Administration of the educational system

The system is a very highly centralized one, with paramount authority vested in the Minister of Culture. The administrative structure, which encompasses numerous establishments not concerned with formal education, is very complex. A good organizational chart will be found preceding page 55 in *Notas para un estudio comparado* [Costa Rica 47]. Under the Minister, the appropriate educational institutions are administered by the Departments of Primary Education, Secondary Education, Literacy Education, and Fine Arts. There is also a department responsible for the Escuela Normal Superior (Higher Normal School).

The Minister of Culture is assisted by the National Council of Education, an advisory and planning body created in 1957 and made up of appointed representatives from the fields of pre-primary, primary, secondary, technical, agricultural, commercial, physical, art and university education. The council has, among other responsibilities, that of formulating the official programmes which are compulsory in all schools.

Almost all local schools, except for a small number of private establishments, are the direct responsibility of the Minister. Each primary school district is supervised by an appointed education officer, while certain tasks of administration in municipalities are delegated to local *comisiones de educación* (education commissions). There is a corps of school inspectors to ensure that the official programmes are being followed and minimum standards of hygiene observed.

The University of El Salvador is a self-governing institution independent of the Ministry of Culture.

A review of educational progress throughout the year is given in the annual report of the Minister: MINISTERIO DE CULTURA. *Memoria de las labores*, 1888-. San Salvador, Imprenta Nacional. Annual.

Surveys the work of the administrative departments and reports individually on the larger colleges, institutes and cultural establishments. Note is taken of new legislation affecting the educational system. Numerous statistical tables.

The Ministry of Culture does not publish a separate budget. The national budget has for many years appeared only as the *ley de presupuesto* (budget law) in the official gazette, the *Diario oficial*.

Structure and organization

Kindergartens exist in the larger towns for the pre-primary education of children 4 to 7 years old. The

official programmes decreed in 1956 are compulsory for all pre-primary schools.

The full primary programme for both rural and urban schools is legally of six years' duration. Due to shortages of buildings and teachers, many of the rural schools are still unable to offer the complete course.

On the next level, the student may opt for a terminal secondary education in the industrial, graphic or fine arts, for office training or a rural normal school; the programmes vary from three to five years. The alternative is the three-year *plan básico* (basic course) of general studies in the national institutes and colleges. Upon completing the basic course, the student may continue for two years, to obtain the baccalaureate in arts and sciences, which admits him to all institutions of higher learning except the military college. Other secondary programmes proceeding from the basic course are those for accounting school (three additional years), military school (four additional years), and urban normal school (three years). Upon completing the latter, the student receives the title of *profesor normalista* (normal school teacher); he may then enter teaching directly or go on to the Higher Normal School at university level for an advanced degree. Terminal secondary programmes based on the *plan básico* are available in bookkeeping, nursing and commercial training.

Entrance to the university generally requires the baccalaureate or its equivalent, and an examination for admission. The university programmes vary in length from one faculty to another.

Up to the university level the State maintains close control of all schools, both public and private, through its inspection system. Certificates, diplomas and degrees granted by private schools are subject to governmental approval.

A concise description of the structure of the educational system is contained in Dr. Anzola's comparative study of Central American countries [Costa Rica 47].

The annual report of the Minister of Culture [9] provides a good overview of educational development for the year in the primary and secondary systems and in special projects and programmes such as literacy and adult education.

[For general information, see Panama 31 and for a bibliography of primary education, see Venezuela 28.]

The following concern specific spheres of education:

- 10 MINISTERIO DE CULTURA. *Informe del estado actual de la educación secundaria en el Salvador*. San Salvador, 1958. 54 p. Processed.

This report was prepared for the First Central American seminar on secondary education (San Salvador, 1958). It gives a brief history of the development of secondary education, an account of the present situation, and an analysis of education of teachers for secondary schools. Part III is a statistical appendix.

- 11 ——. DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL. *Informes para el Primer Seminario Centroamericano de Escuelas Normales Rurales; estado actual de las escuelas normales rurales en El Salvador*. San Salvador, 1957. Various pagings. Processed.

A report, similar to the preceding, on the state of rural normal schools. The more important establishments are represented by individual reports.

Vocational education is the subject of two surveys published several years apart. The more complete, though in some respects outdated, is

- 12 PAN AMERICAN UNION. DEPARTMENT OF CULTURAL AFFAIRS. DIVISION OF EDUCATION. *Vocational education in El Salvador*. Washington, 1951. (Vocational education, series N, no. 10).

Especially useful for the historical background. Gives good coverage to non-official establishments providing vocational training.

More current is the report prepared for the First Central American seminar on vocational and technical education:

- 13 MINISTERIO DE CULTURA. COMITÉ NACIONAL DE EL SALVADOR. *Informe general sobre la situación actual de la educación vocacional y técnica en El Salvador*. San Salvador, 1957. 46 p. Processed.

Information on the University of El Salvador may be found in

- 14 UNIVERSIDAD DE EL SALVADOR. *Guía de la Universidad de El Salvador*. San Salvador, 1957. 149 p.

A general guide to the structure and organization of the university, its admission requirements, student facilities, curricula and degrees conferred. There is a brief synopsis of the history of the university.

Official programmes of study are detailed in the following references. It should be kept in mind that the National Council of Education has, since its creation in 1958, been engaged in an almost continuous labour of curriculum study and revision:

- 15 MINISTERIO DE CULTURA. DIRECCIÓN GENERAL DE EDUCACIÓN PRIMARIA Y NORMAL. *Programas oficiales de educación primaria, 1956*. San Salvador, 1956.

The following have appeared: *primer ciclo, 1º y 2º grados*. 110 p.; *segundo ciclo, 3º y 4º grados*. 133 p.; *tercer ciclo, 5º y 6º grados*. 151 p. These primary school programmes were set by Decree no. 68 in 1956. In 1959, by agreement of the

Minister (no. 4437 of 27 August), five commissions were appointed to revise the primary curriculum in mathematics, language, natural sciences, social sciences and applied sciences.

Programmes for the basic secondary cycle were issued in 1952:

- 16 ——. DEPARTAMENTO DE EDUCACIÓN SECUNDARIA. *Programas para el... curso del plan básico*. [San Salvador] 1952.

These were issued in five mimeographed parts, unbound, of 24 to 31 pages each.

- 17 ——. DIRECCIÓN GENERAL DE EDUCACIÓN NORMAL. *Programas de educación normal urbana, edición provisional*. San Salvador, 1958-59. 3 vols.

For El Salvador's part in Central American educational co-operation, see the last section in the chapter on Costa Rica.

Educational studies and research

There are no private research bodies in the educational field. Activities in this area have been concentrated in the work of the National Education Council, whose chief concerns have been the study of curricula and the development of an integrated programme of teacher training in accordance with national needs and resources. The Servicio Cooperativo Interamericano de Educación (SCIDE), a bi-national agency in which the governments of El Salvador and the United States of America participate, has also conducted basic studies, particularly in rural and vocational education, as part of its development programmes. The activities of these bodies are summarized in the annual reports of the Minister of Culture.

The principal periodical organ for the publication of results of individual research is the journal *22 de junio* [23].

The recommendations of two important meetings of educators have been published:

- 18 SEMINARIO NACIONAL DE EDUCACIÓN MEDIA: 1º. San Salvador, 1957. *Recomendaciones*. San Salvador, Ministerio de Cultura, 1957. 135 p.

The seminar was called by the Minister of Culture to consider the reform of the secondary school system. Recommendations were made in the following broad areas: concepts, relations, norms and content of the basic course, fundamental problems, the role of the teacher, teaching methods, organization of the secondary system and financing. A full list of participants is appended.

- 19 SEMINARIO NACIONAL DE EDUCACIÓN MORAL. 1º. San Salvador, 1958. *Primer seminario de educación moral*. San Salvador, Ministerio de Cultura, Departamento Editorial, 1958. 435 p.

Proceedings and recommendations, p. 7-193. Part 3, p. 197-435, is a collection of basic writings on moral education selected from the works of national and foreign educators of the past and present. There is also some documentation on legislation pertaining to the moral aims of education.

Textbooks and instructional materials

Until recent years, textbooks have not been widely used in the primary and secondary schools, instruction being based on rote learning and dictation. The second seminar on Salvadorean books held in 1954 included the problem of good school textbooks as point 3 of its agenda. The seminar's third committee emphasized in its recommendations the need for new texts geared to the educational needs of the nation and urged that the Government encourage the writing and production of such texts. It proposed also that they be distributed free instead of having the student bear the cost.

The Ministry of Culture has also taken steps to remedy the situation. Its Publication Department was established in 1954, and began production in the following year. Competitions for new texts to be officially adopted have been held regularly since, and an increasing volume of textbooks has been emanating from the press.

Many textbooks are still commercially produced by private publishers, or imported from other Spanish-speaking countries. For a directory of printers, publishers and booksellers, see the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

As of early 1960, the Government had no organized programme for the production, distribution or use of audio-visual materials.

Education associations

El Salvador's limited geographical extent and the dispersion of the population in rural areas have not been conducive to the growth of educational associations. A few local associations function in the larger municipalities, but only the two national associations—one secular, the other denominational—are active:

- 20 FEDERACIÓN NACIONAL DE COLEGIOS CATÓLICOS
Liceo Salvadoreño Hermanos Maristas, San Salvador.

- 21 SOCIEDAD DE EDUCADORES SALVADOREÑOS
Centro Urbano Monserrat, Pasaje Escorial No. 8, San Salvador.

Educational journals

Educational journals are published irregularly and tend to have a short life. In recent years, the more important of them have been issued under the auspices of the Ministry of Culture. A partial listing of journals will be found in the *International list of educational periodicals* [International sources 3]. To this list should be added the following:

- 22 *Cultura; revista del Ministerio de Cultura*, 1955- . San Salvador. Quarterly.
Although this is a general cultural review, it frequently contains articles on educational topics, usually written from a general or theoretical point of view.
- 23 *22 de junio, revista salvadoreña de educación primaria*, 1957- . San Salvador. Irregular (2 or 3 numbers yearly).

This is published by the Sección Técnica y de Planificación (Planning and Technical Section) of the Ministry of Culture. It is a substantial publication which, despite the title, has a wider scope than primary education alone. Its contents include general articles, studies in teaching methods, materials which can be utilized in classrooms (e.g., stories and poems for children), news on programmes of the Ministry, a useful section on recent education legislation, and selected statistics.

Educational statistics

The statistical co-ordinating agency is the Dirección General de Estadística y Censos (Bureau of Statistics and Census) in the Ministry of Economy. Under the Organic Law of the National Statistical Service (*decreto* 1784 of 1955), all government agencies are required to supply the Bureau with any statistics it may need, and fines are stipulated for failure to comply. The obligation extends to international bodies which may do statistical research in El Salvador.

The departments under the Ministry of Culture regularly forward the statistical information which they collect to the Bureau for inclusion in its bulletin and annuals.

- 24 MINISTERIO DE ECONOMÍA. DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS. *Anuario estadístico de El Salvador*, 1911- . San Salvador. Annual.
The section 'Educación y cultura' includes figures for the number of schools, teachers, students, average attendance and

results of examinations for each level of the system, by province. Figures are also given for the results of adult education programmes and use of libraries.

- 25 *Boletín estadístico*, 1952- . San Salvador. Quarterly (since 1958).

Also published by the Dirección General de Estadística y Censos. Does not regularly include educational statistics, except for figures on the use of public libraries and number of public spectacles (motion pictures, sporting events, etc.)—data which are supplied by the Ministry of Culture.

- 26 MINISTERIO DE ECONOMÍA. DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS. *Hechos y cifras de El Salvador*, 1955- . San Salvador. Annual.

This manual of popular information utilizes pictorial graphics to present a general picture of economic and social progress. There is a section on education which usually gives com-

parative gross figures for the past 10 years on the number of primary schools, teachers and students. See also the annual report of the Ministry of Culture [9] and the journal *22 de junio* [23].

Education biography

There is no national *Who's who*, nor any biographical compilation specialized in education. A selected group of educators is included in

- 27 *Algunos maestros, pintores, músicos y escritores salvadoreños*. San Salvador, Ediciones de la Escuela Normal de Maestros 'España', 1953. 309 p.

The section on educators has one-page biographical sketches of 14 eminent educators, most of them born before 1900. A few were still living at the time the book was published.

Educational services and activities in France are administered and supervised by the Ministry of Education. The address of its headquarters is

- 1 MINISTÈRE DE L'ÉDUCATION NATIONALE
110, rue de Grenelle, Paris-7^e.

Addresses and information concerning the departments and services of the Ministry of Education, their organization and functions, may be found in the following volume:

- 2 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Annuaire de l'éducation nationale*, 4^e éd. Paris, 1960. 1,176 p.
An essential reference book for administrators, teachers and schools. Contains a 'Guide des études de l'enseignement public' taking into account prospective reforms, and brief descriptions of the central services of the Ministry, the various educational councils, committees and commissions, associations and trade unions, the principal learned bodies and literary and scientific institutions. Contains also a directory by *académies* (educational districts) and by departments, of services and institutions, primary and pre-primary schools, specialized schools, and a list of educational institutions in the Community and abroad.

Any requests for information concerning school and university legislation, administration and organization and, in general, curricula, time-tables, teaching methods and techniques, out-of-school and after-school activities, educational research, teaching materials and educational associations and journals, may be referred to the

- 3 INSTITUT PÉDAGOGIQUE NATIONAL (IPN)
29, rue d'Ulm, Paris-5^e.

This national institute of education was founded by Jules Ferry and Ferdinand Buisson in 1879 as the Musée Pédagogique. Originally it consisted of the Musée Pédagogique itself (school equipment, teaching aids and historical documents) and the Central Public Education Library. Its scope, at first restricted to primary schooling, was gradually extended to cover all types of education, with the establishment of the various departments which, since 1956, have formed the Institut Pédagogique National. This institute now handles the educational documentation, research, production and distribution services of the Ministry of Education. Its main task is to second the government's work in education. As the technical documentation unit of the Ministry of Education, it collaborates with all departments and services concerned with educational problems in France and the Community. It also notes and brings to the knowledge of the competent authorities all private experiments and undertakings which may contribute to the improvement of educational methods and techniques.

Two of the most important educational journals are published by the IPN:

- 4 *Éducation nationale*, 1944- . Paris. Weekly.
A bulletin for teachers, providing also administrative information. Week by week it offers studies on educational problems, teaching methods, educational experiments and achievements in France and abroad; articles on general subjects being

treated with an eye to their use in teaching; news about the work of the ministry, the various educational districts and learned societies; laws, regulations and departmental instructions, and parliamentary and administrative news; reviews of the best works selected by the Book Commission of the Ministry of Education; administrative supplements.

- 5 *Documents pour la classe*, 1956- . Paris. Fortnightly.

Texts and photographs to illustrate and supplement school radio and television broadcasts. Contains also general studies, practical advice, documentary material and background teaching material for use in preparing lessons.

The IPN also has an information bureau at the Ministry of Education:

- 6 Bureau de Renseignements, Ministère de l'Éducation Nationale [1].

For information on the functions and activities of the IPN, the following publications may be consulted:

- 7 INSTITUT PÉDAGOGIQUE NATIONAL. *Catalogue. Publications de l'éducation nationale*. Paris, SEVPEN. Annual.

The publications mentioned in this catalogue are issued by the Service d'Édition et de Vente des Publications de l'Éducation Nationale (SEVPEN). This service, at 13, rue du Four, Paris-6^e, publishes or distributes, on behalf of the Ministry of Education or of approved educational organizations, periodicals and pamphlets which together constitute a substantial body of administrative and educational documentation for teachers.

- 8 ——. *Organismes d'étude et de documentation (communs aux différents ordres d'enseignement)*. Paris, 1959. 121 p. (Fascicule de documentation administrative, chapitre 42).

- 9 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Institut Pédagogique National et centres de documentation pédagogique régionaux et départementaux; textes réglementaires*. Paris, 1956. 36 p.

The regional educational documentation centres and the regional centres of the Bureau Universitaire de Statistique [119] serve as agents for the sale of IPN publications in each educational district.

Besides the IPN, central national body, and the regional educational documentation centres, there are a number of specialized centres [see in particular 74, 80, 82, 83, 86-7, 97].

Reference works

Duty copies of all works concerning education are deposited, for copyright, with the

- 10 **BIBLIOTHÈQUE NATIONALE**
58, rue de Richelieu, Paris-2^e.
Registers and keeps works, catalogues them and issues a reference for each item in the
- 11 *Bibliographie de la France, journal général et officiel de la librairie*, 1811- . Paris, Cercle de la Librairie. Weekly.

Complimentary copies of such works are received from publishers and listed by the IPN [3], which publishes abstracts in

- 12 *Les livres, bulletin bibliographique*, 1951- . Paris. 9 issues a year.

A supplement to the *Bulletin officiel de l'éducation nationale*, this contains a table of works reviewed by the Book Commission of the Ministry of Education and a list of those approved for the libraries of the public education system (these works are classified by subject and in alphabetical order of authors' names); a complete bibliographical description and sometimes an abstract of the works, with a note on the types of readers for which they seem best suited. A classified bibliography of educational journals and a list of recently published school textbooks are included.

The catalogues of the Bibliothèque Nationale and those of the Bibliothèque Centrale de l'Enseignement Public (Central Public Education Library) at the IPN are the fullest bibliographical sources and are constantly kept up to date.

The following [13-15] are encyclopaedias and year-books:

- 13 *Encyclopédie pratique de l'éducation en France*, 1^{re} éd. Paris, Ministère de l'Éducation Nationale, 1960. 1,176 p.

Describes the organization of educational establishments from pre-primary school to the university; explains the teaching methods now used in the various subjects at each type of school; indicates the various lines which may followed by children during their schooling; shows how what is known as *éducation permanente* (continuing education) supplements and rounds off the education provided at each level and in each type of school; and states the problems of education and its future prospects in the light of France's political, economic and social development.

- 14 **SECRÉTARIAT D'ÉTUDES POUR LA LIBERTÉ DE L'ENSEIGNEMENT ET LA DÉFENSE DE LA CULTURE. Annuaire national officiel**. Paris, Office National des Publications Catholiques, 1958- . Annual.

This yearbook comprises two sections: (a) all legal instruments bearing on the management of a private school, and the principal documents published in connexion with activities organized by the Secrétariat d'Études during the year; (b) notes on all the organizations representing private education and a list of all private primary and secondary schools, technical, industrial, commercial, agricultural and domestic economy schools, and higher educational institutions. Thus gives a general picture of all forms of private education, classified by departments.

- 15 *Guide national de l'enseignement privé*. Paris, Bérény. 16 vols. Annual.

Provides information—compiled with the help of heads of private institutions, heads of business firms, municipalities, chambers of commerce and professional organizations—about private primary, secondary, technical, vocational and higher educational establishments and correspondence schools. For parents, pupils, educational guidance advisers and heads of schools.

Another work on education is

- 16 **LA DOCUMENTATION FRANÇAISE; INSTITUT PÉDAGOGIQUE NATIONAL. L'organisation de l'enseignement en France**. Paris, 1957. 114 p.

Describes the principles, structure and spirit of French education.

[See also 2.]

Legislative and policy documentation

The French Constitution of 1791 appears to have been the first charter of a civilized people which included, among the fundamental provisions guaranteed by the Constitution, the obligation to 'create and organize a system of public education common to all citizens and free of charge in respect of those parts of instruction which are essential to all men'. This principle of education as a function of the State, emerging from the Revolution, was to dominate the entire history of French education.

As early as 1793 came the division of education into three successive stages: primary, secondary and higher. All subsequent legislative reforms relating to education have fitted into the framework thus established.

For information on laws affecting education, see:

- 17 **INSTITUT PÉDAGOGIQUE NATIONAL. Principes de l'organisation de l'éducation nationale**. Paris, 1950. (Fascicule de documentation administrative, chapitres 30 à 39).

All laws and implementing decrees promulgated up to 1 June 1950 on the organization of national education are collected in this volume.

- 18 ——. *Le recueil méthodique permanent des lois et règlements de l'éducation nationale*. Paris, 1951- .

This collection, which covers all official texts—both old and recent—is published in the form of *Fascicules de documentation administrative* each dealing with a particular question. [See also 33.]

The preamble to the Constitution of 1946 reaffirmed that the nation guarantees, for children and adults, equality of opportunity for instruction, vocational

training and culture, and that the organization of free, secular public education at all levels shall be a duty of the State. Article 2 of the 1958 Constitution confirmed the principles set forth in this preamble, noting that France is an indivisible, secular, democratic and social republic which ensures the equality before the law of all citizens, irrespective of origin, race or religion.

The need to co-ordinate the three traditional stages of education conceived at the time of the French Revolution, each of which had followed its own line of development, has prompted many attempts at reform during the past forty years. The Fifth Republic was to settle this question by promulgating, in the form of an ordinance and a decree dated 6 January 1959, a draft text on compulsory schooling (the upper age limit being raised from 14 to 16 years), introducing reforms to the public education system with effect from October 1960. These reform plans and that of 1959, known as the Berthoin reform, are discussed in a special publication:

- 19 INSTITUT PÉDAGOGIQUE NATIONAL. *La réforme de l'enseignement*. Paris, 1960. (Dossiers documentaires, numéro spécial, avril 1960).

Agricultural education which, since 1941, has been the responsibility of the Ministry of Education at the primary level, and of the Ministry of Agriculture at the secondary and higher levels, has been reorganized by a law recently promulgated:

- 20 'Loi relative à l'enseignement et à la formation professionnelle agricoles, en date du 2 août 1960'. In: *Journal officiel*, 4 août 1960 and *Bulletin officiel de l'éducation nationale*, no. 32, 19 septembre 1960.

The so-called Barangé Law of 28 September 1951 was designed to bring about an immediate improvement in the material conditions in which the public education system functions and to give a little temporary assistance to children attending private schools and to their families. The following circular is a sequel to that law:

- 21 'Circulaire du 15 septembre 1952 codifiant les dispositions relatives à l'allocation scolaire (Loi Barangé)'. In: *Bulletin officiel de l'éducation nationale*. Supplément au no. 33 du 18 septembre 1952. 45 p.

In 1959 the Government appointed a commission to undertake a full investigation of the question of the relations between the State and private schools, in order to clarify the basis of the problem. The commission's work resulted in a report:

- 22 MINISTÈRE DE L'ÉDUCATION NATIONALE. COMMISSION CHARGÉE DE L'ÉTUDE DES RAPPORTS ENTRE L'ÉTAT ET L'ENSEIGNEMENT PRIVÉ. *Rapport général*. . . . Paris, SEVPEN, 1959. 191 p.

This is called the Rapport Lapie.

On the basis of the report, the Government promulgated, on 31 December 1959, a law governing the relations between the State and private schools. The law is dealt with in:

- 23 DIRECTION DES JOURNAUX OFFICIELS. *Établissements d'enseignement privés, rapports avec l'État*. Paris, 1960. 48 p. (Brochure n° 1158).

The State provides assistance under contract to private institutions so desiring.

As a result of population growth, the destruction caused by the Second World War and the extension of the period of compulsory schooling, France's school, university and sports facilities have proved to be far below its needs. At the government's instance, surveys have been made and detailed plans have been put forward. The two following publications contain the proceedings and conclusions of the commissions appointed to report on educational facilities:

- 24 PRÉSIDENTE DU CONSEIL; MINISTÈRE DE L'ÉDUCATION NATIONALE. *Rapport de la Commission du plan d'équipement scolaire, universitaire, scientifique et artistique*. Paris, Centre National de Documentation Pédagogique [1952, 1958]. 3 vols.

- 25 'III^e plan de modernisation et d'équipement 1948-1961'. In: *Journal officiel*, 22 mars 1959, chapitre IX.

The following concerns school buildings:

- 26 SEGAUD, Pierre. *L'équipement scolaire et sportif de la commune*. Paris, Berger-Levrault, 1958. 191 p. (L'Administration nouvelle).

Describes the formalities and procedures governing State participation in local communities' expenditure on school buildings, which are so considerable that very strict regulations have been laid down regarding the size of school buildings, price ceilings, the elaboration of standard plans, and co-ordination in carrying out the large-scale programmes of major urban areas.

There is also a catalogue of the action which the Government intended to take in 1960 and 1961 with regard to school and university facilities:

- 27 *Loi programme relative à l'équipement scolaire et universitaire*. Paris, Imprimerie Nationale, 1959. 25 p. An introductory statement outlines the reasons for the government's action.

The following part of a report to the Government deals with problems of education:

- 28 'Les conclusions du Comité Rueff-Armand'. *Documents officiels de l'éducation nationale*, no. 25, 29 septembre 1960. 14 p.

This is chapter V in the report of a committee set up to consider any circumstances in laws or regulations unjustifiably hampering the expansion of the economy.

Answering the need to train skilled workers quickly and to give workers the opportunity to reach higher positions, the Government promulgated a law on 31 July 1960:

- 29 'La promotion sociale'. In: *Liaisons sociales*. Supplément 55-60 du 19 mai 1960. 120 p.

Sets forth the law on various provisions designed to assist social advancement. Gives also all the earlier and later texts on this matter, together with opinions and comments relating thereto.

The following publication is concerned with the various aspects of primary education:

- 30 MAYEUR, P.; GUILLEMOTEAU, R. *Précis de législation scolaire (enseignement du premier degré)*, 3^e éd. Paris, Bourrelier, 1961. 480 p. (Carnets de pédagogie pratique).

Regulations governing schools and teachers, competitive and other examinations, salaries, pensions, out-of-school activities, forms for use by teachers. With comments.

The next two references concern legislation on technical education:

- 31 'Code de l'enseignement technique; décret no. 56-931 du 14 septembre 1956'. *Journal officiel*, 1956. 89 p.

This is the decree codifying the legislation on technical education.

- 32 LEGAY, F.; CAUET, R. *Recueil pratique des lois et règlements de l'enseignement technique*. Paris, Foucher, 1958. 1,108 p.

This collection, which brings together the essential provisions of the laws and regulations governing technical education, is an indispensable guide and reference book for families, communities and teachers.

Administration of the educational system

For more than a century, France has had a very definitely centralized system of administration. Until the last few years, however, the educational system comprised a number of different types of schooling which, instead of following on from one another and being strictly co-ordinated, overlapped and sometimes competed with one another. At that time there was:

At the base of the school system, primary education, comprising: (a) pre-primary schools and infant classes for children from 2 to 6 years of age, attendance being optional; (b) elementary primary schools providing compulsory primary schooling for children aged from 6 to 14.

At the secondary level, there were several different types of education, which were the responsibility of different authorities: (a) continuation courses—coming, for administrative purposes, under the Directorate of Primary Education, and comprising classes attached to primary schools but providing a junior secondary course; (b) secondary education proper for children from 10 or 11 to 18, provided in boys' and girls' *lycées* and *collèges*; (c) technical education—giving a theoretical and practical training which led directly to employment in industry and commerce. To this branch belonged the apprenticeship centres for the training of skilled workers, and the vocational secondary schools and national vocational training schools for intermediate grade personnel in commerce and industry, and for technicians.

At the top came higher education, comprising the universities with their various faculties, the institutes and certain other higher educational establishments known as the *grandes écoles*.

The reform introduced by the Ordinance and the Decrees of 6 January 1959, extending the period of compulsory schooling to the age of 16, is designed, among other things, at the secondary level to do away with the divisions between branches and to extend the opportunities for transfer from one branch to another. At the same time, it attempts to ensure that children are given the best possible guidance from the start, thanks to the observation and guidance period.

The following possibilities are now open to pupils who have reached 11 years of age: (a) the observation and guidance cycle, for all pupils; (b) the terminal course (up to 16 years); (c) the short general course (up to 16 years), provided in the *collèges d'enseignement général* (general secondary schools) and replacing the former continuation courses; (d) the short vocational course (up to 16 years), provided in *collèges d'enseignement technique* (technical secondary schools), formerly called *centres d'apprentissage* (apprenticeship centres); (e) the longer general course (up to 17 or 18 years), provided in the *lycées*, known formerly as *collèges et lycées classiques et modernes* (classical and modern secondary schools); (f) the longer vocational course (up to 17 or 18 years) provided in the *lycées techniques*, formerly called *collèges techniques* (technical secondary schools) or

écoles nationales professionnelles (vocational secondary schools).

Under this reform, which came into effect at the beginning of the 1960/61 school year, the titles of the various branches of education have also been changed.

Under the General Directorate of School Organization and Curricula, the Directorate of Primary Education (elementary schools and continuation courses) has become the Directorate of Elementary Education and Continuation Courses. At the same time, the Directorate of Secondary Education (classical and modern secondary schools) has become the Directorate of Classical and Modern Education, and the Directorate of Technical Education (apprenticeship centres, technical secondary schools and national vocational training schools) has become the Directorate of Technical and Vocational Education.

The laws and regulations now applicable to the administration of the services, establishments and staff of the Ministry of Education make up a complex body of material running to more than 10,000 pages. A classification scheme for this material has been devised:

- 33 INSTITUT PÉDAGOGIQUE NATIONAL. *Plan méthodique de classement et index alphabétique*. Paris, 1960. 203 p. (Fascicules de documentation administrative).

In this scheme, the material is classified according to the nature of the subject dealt with. In principle, there is a *Fascicule de documentation administrative* for each division of the *Plan méthodique de classement*. Each *fascicule* contains all the laws and regulations on the subject discussed which had appeared at the time of compilation. These *fascicules* together provide the basis for the *Recueil méthodique permanent des lois et règlements de l'éducation nationale* [18].

The *Recueil méthodique* ... [18] is brought up to date by:

- 34 *Bulletin officiel de l'éducation nationale* (édition administrative), 1959- . Paris. Weekly.

Texts appearing herein are communicated by the departments of the Ministry of Education. The 'Code permanent de l'administration de l'éducation nationale', as it is called, is divided into four parts: (a) General organization; foundation and administration of educational establishments and services; (b) Education; internal regulations and social role of educational institutions; (c) Staff; (d) Financial administration and accounting. The four parts are divided into sections and the sections into chapters. There are, in all, 330 chapters, details of which are given in the *Catalogue* ... [7].

The following work deals with administration:

- 35 CAPLAT, Guy. *L'administration de l'éducation nationale et la réforme administrative, services centraux et services académiques*. Paris, Berger-Levrault, 1960. 267 p. (L'Administration nouvelle).

Discusses the problem of the organization and reorganization of the administrative departments of the Ministry of Education, the size of whose budget and the number and variety of whose staff make it the major civil ministry. Brings out the decisive part that good administrators can and should play in the work of educational reform.

There is a guide to legislation and administration for candidates taking the competitive administrative examinations of the Ministry of Education:

- 36 INSTITUT PÉDAGOGIQUE NATIONAL. *Le précis Devezé*. ... Paris, 1958. 3 vols.

Covers the following subjects: general organization of education and school life; administration of educational institutions, the bursar's examination; financial legislation, further study of administrative law.

The national education budget is by far the largest of the civil budgets; in 1958, current and capital expenditure amounted to 7,200 million F, or 12.4 per cent of the total budget of 57,900 million F and 18.5 per cent of the civil expenditure of 39,800 million F. The following work deals with this budget:

- 37 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Budget de l'éducation nationale, dépenses civiles*. Paris, 1950- .

Three separate pamphlets are issued annually in the following order: Authorizations voted, Budget voted, Services voted.

The official instructions relating to each subject taught and each branch of education, as well as all the reports of the boards of examiners for competitive examinations and subjects set at examinations, are published by SEVPEN as separate pamphlets distinct from the *Fascicules de documentation administrative*. They are listed in the *Catalogue* ... [7].

A series of measures taken in 1958 and 1960 have done much to unify and simplify the regulations relating to scholarships. For information, the following work may be referred to:

- 38 CASTELLA, André. *Les bourses d'enseignement*. Paris, Agence de Vente et d'Édition, 1960. 72 p.

Informs parents and administrators on how the scholarship system is organized, on the possibilities of assistance to families which it offers, and on the steps to take in order to benefit from this system.

The IPN publishes every year:

- 39 INSTITUT PÉDAGOGIQUE NATIONAL. *The educational movement in France during the academic year*. ... Paris, 1950- . Annual. Published also in French.

This is the report prepared by the IPN and submitted to the International Conference on Public Education, held in Geneva. It includes a section on school administration.

Structure and organization

The French school system comprises public institutions directly dependent on the State, and private or free institutions belonging to individuals, associations, firms, professional bodies, trade unions or religious organizations.

Public institutions are generally under the authority of the Ministry of Education and are administered by the various directorates mentioned earlier. Certain schools, however, are controlled by other Ministries, viz., agricultural schools, certain higher educational institutions (*grandes écoles*) for engineers or officers, rehabilitation and retraining centres, special schools for the handicapped, reform schools, etc.

The State reserves the right to confer degrees and diplomas; the examinations taken by pupils at the end of their schooling are not, as in other countries, simply final examinations held by the institution concerned. They are public examinations which, subject to certain age requirements, all children may take. The impartiality of the examining boards is ensured by various measures (teachers other than those of the candidates, papers submitted anonymously, etc.). The fact that pupils in private and State schools have, in practice, to take the same examinations helps to produce greater uniformity in teaching methods and syllabuses.

Mention must also be made of the special competitive examinations for entry to certain schools or certain careers. The number of candidates who pass does not depend on marks alone, but also on the number of places available. The recruitment and promotion of teachers are based essentially on the competitive examination system, e.g., the *concours d'agrégation* qualifying successful candidates to teach in secondary schools and in higher education.

For the organization of the French system of education concerning the school system as a whole, see:

Annuaire de l'éducation nationale 1960. 'Guide des études' [2].

- 40 INSTITUT PÉDAGOGIQUE NATIONAL. *Organigramme des études en France après la réforme de l'enseignement (6 janvier 1959); Organigramme des études en France*. Paris.

These organizational charts are in the form of folders with glossaries in several languages.

- 41 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Le problème scolaire, le voici*. Paris [1959]. 32 p.
A popular pamphlet on the school problem in France considered in the light of the increase in population, technological progress and the needs of the economy.

[See also 13 and 16.]

Works on the various branches of education are:

- 42 CAVALIER, Marie-Louise. *L'école publique et ses maîtres*. Paris, Institut Pédagogique National, 1953. 98 p. (Mémoires et documents scolaires, nouv. série, 1).
- 43 INSTITUT PÉDAGOGIQUE NATIONAL. *La vie scolaire en France*. Paris, 1956. 90 p. (Images de la vie scolaire, 1).
- 44 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Les constructions scolaires du 1^{er} degré*. Paris, Institut Pédagogique National, 1957. 32 p. (Images de la vie scolaire, 1957, brochure no. 52 V.S.).
- 45 LEBETTRE, M.; VERNAY, L. *Programmes et instructions commentés, enseignement du premier degré*. Paris, Bourrelier, 1960. 302 p.
- 46 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Horaires et programmes de l'enseignement du second degré, admission dans les classes de sixième*, 22^e éd. Paris, Vuibert, 1959. 210 p.
- 47 ——. *Horaires et programmes des cours complémentaires*. Paris, Vuibert, 1961. 72 p.
- 48 DIRECTION DE L'ENSEIGNEMENT DU SECOND DEGRÉ. *L'enseignement du second degré, buts — structure — méthodes — moyens — éducation physique et morale — vie matérielle des élèves*. Paris, Institut Pédagogique National, 1954. 82 p. (Mémoires et documents scolaires, nouv. sér., 4).
- 49 ——. *Recrutement et formation des maîtres de l'enseignement du second degré*. Paris, Musée Pédagogique [1953]. 117 p. (Mémoires et documents scolaires, nouv. sér., 6).

Over the last twenty-five years, and especially during the past ten, technical education has been greatly expanding. The Law of 25 July 1919 gave it its charter, defining it by stating that industrial and commercial education is concerned—without prejudice to further general education—with the theoretical and practical study of the sciences and the arts and crafts for the purposes of industry and commerce.

Following are works dealing with technical education:

- 50 *Horaires et programmes de l'enseignement technique*. These are found in the collection *Fascicules de documentation administrative* [33].
- 51 DIRECTION DE L'ENSEIGNEMENT TECHNIQUE. *Panorama de l'enseignement technique*. Paris, Centre d'Étude et de Recherches Documentaires de l'Enseignement Technique, 1958. 60 p.

Booklet describing the organization of technical education and vocational guidance, the training of senior staff and institutions for technical education.

- 52 ASSOCIATION POUR L'EMPLOI DES CADRES INGÉNIEURS ET TECHNICIENS. *Répertoire des écoles d'ingénieurs et des cadres supérieurs du commerce et de l'industrie*. Paris, 1956. 146 p. Annual supplements.

Directory intended to supply business managers with full information about the types of courses given in the schools which train senior staff for industry and commerce or provide them with advanced training.

- 53 FÉDÉRATION NATIONALE DES SOCIÉTÉS D'ANCIENNES ET D'ANCIENS ÉLÈVES DES ÉCOLES PROFESSIONNELLES. *Guide de l'enseignement technique et professionnel*, 5^e éd. Paris, 1961. 1,300 p.

Provides, in a handy and easily consulted form, practical information on the administration of public and private technical and vocational education, and on institutions providing such education in France and the Community. To help young people make a wise choice of the profession for which their intellectual and physical aptitudes may suit them and obtain appropriate training to enable them to find the career within that profession best fitted to their aptitudes.

- 54 *Organisation de l'enseignement agricole, enseignement postscolaire public et privé*. Paris, Foucher [1955]. 31 p. (Enseignement agricole et ménager agricole).

- 55 *Programme général de l'enseignement postscolaire agricole*. Paris, Foucher [1955]. 15 p. (Enseignement agricole).

- 56 *Programme général de l'enseignement postscolaire ménager agricole*. Paris, Foucher, 1955. 16 p. (Enseignement ménager agricole).

Qualifying and competitive examinations are dealt with in separate pamphlets published by SEVPEN.

Two very useful guides are:

- 57 *Code soleil, le livre des instituteurs*, 27^e éd. Paris, SUDEL, 1957. 317 p.

Gives a systematic and practical account of everything that a primary teacher needs to know about his work. It deals not only with the teacher's duties but also with all the legislation and case law relating to primary education.

- 58 LABRUNIE, C., ed. *Les études de 11 à 18 ans, guide pour l'année scolaire*. Marseille, Paul Ferran, 1948-. Annual.

Handbook intended to guide children and direct their studies; contains all the information required by a primary or secondary teacher in order to guide the pupils in his charge and give suitable advice to their families. Contains charts drawing attention to the stages in school life at which the child has an opportunity to make a choice or to change a choice already made.

Vocational guidance in France is a matter concerning both the Ministry of Education and the Ministry of Labour, since the former trains vocational guidance officers and the latter uses their services. The organization of the guidance service, the training of advisers and the general lines of a guidance policy are discussed in the following two studies:

- 59 DIRECTION DE LA DOCUMENTATION. *L'orientation professionnelle en France*. Paris, 1957. 24 p. (Notes et études documentaires, 2352, 28 novembre 1957).

A documentary study of the history and organization of vocational guidance, the training of its officers and present trends in vocational guidance.

- 60 INSTITUT NATIONAL D'ORIENTATION PROFESSIONNELLE. *L'orientation professionnelle en France*. Paris, 1959. 14 p.

A series of organizational charts covering vocational guidance services, administrative organization, fields of activities, guidance techniques and methods, the training of vocational guidance officers, and general principles.

The training of skilled workers is in the hands of various public and private institutions. The Ministry of Education (technical education) provides training for adolescents at its apprenticeship centres, and further training for adults in vocational and advanced training courses. The Ministry of Labour is responsible for the intensive vocational training centres for adults. Lastly, private institutions, chambers of commerce, public and private undertakings and the army contribute to this work in various ways.

For information on training of skilled workers, the following may be consulted:

- 61 DIRECTION DE LA DOCUMENTATION. *La formation de la main-d'œuvre qualifiée en France*. Paris, 1958. 40 p. (Notes et études documentaires, 2384, 15 février 1958).

Monograph describing the various facilities for the training of skilled workers now available in France, the legal provisions governing such training and the number of persons engaged therein. Gives a general picture of the great variety of institutions helping to train such skilled workers: State apprenticeship centres, vocational training courses, advanced training courses, trade schools and workshop schools, private institutions, craft apprenticeship, vocational training in industry, the army and agriculture, vocational training of adults.

The Law of 31 July 1960 is explained in

- 62 INSTITUT PÉDAGOGIQUE NATIONAL. *La promotion sociale*. Paris, 1960. 32 p.

Pamphlet giving general information in connexion with the law on social advancement. Seeks to explain to the public how the new type of education is organized and the opportunities it opens up.

[For the Law itself, see 29.]

Higher education and research represent a complex field. Several publications dealing with it are noted below [63-67]:

- 63 DIRECTION GÉNÉRALE DES AFFAIRES CULTURELLES ET TECHNIQUES. *Guide de l'enseignement supérieur et universitaire français 1959*. Paris, 1959. 530 p.
- 64 *Le livret de l'étudiant*.
A student's handbook published annually by each French university, giving information about university regulations, courses, institutes, matriculation, examinations, diplomas, openings, and libraries. Arranged by faculties, with a list of the teaching staff, services, associations, welfare facilities, scholarships and fellowships, prizes and foundations for students.
- 65 PIOBETTA, J.-B. *Les institutions universitaires en France*. Paris, Presses Universitaires de France, 1951. 126 p. (Que sais-je?, no. 487).

Certain works are specifically on the scientific field:

- 66 DIRECTION DE LA DOCUMENTATION. *La France devant les problèmes de la science*. Paris, 1959. 2 fascicules. Part I—The scientific field, present data, inventory; Part II—Higher education, scientific institutions, training of teachers and research workers.
- 67 OFFICE NATIONAL DES UNIVERSITÉS ET ÉCOLES FRANÇAISES. *3^e cycle de l'enseignement supérieur des sciences*. Paris, Imprimerie Nationale, 1957-58. 168 p.
Pamphlet containing the basic legislation governing post-graduate study, a list of centres for post-graduate scientific studies and all the necessary practical information for students.

[See also 143.]

Difficult problems arise in connexion with fitting mentally maladjusted children into the existing school system, and especially with the provision of vocational guidance for them:

- 68 INSTITUT PÉDAGOGIQUE NATIONAL. *L'orientation et la formation professionnelle des enfants et des adolescents inadaptés*. Paris, 1957. 70 p.
Discusses the problems of mentally handicapped children and describes a few experiments made to help them.

The Ministry of Education has a school and university health service responsible for the permanent supervision, by doctors and welfare workers, of the health of schoolchildren and students. It investigates the effects of the Ministry's policy upon their development and their physical and mental condition. This service publishes the

- 69 *Bulletin d'information du Service de santé scolaire et universitaire*. Paris, 1956-. Irregular.

The following works are also relevant:

- 70 *Annuaire des communautés d'enfants*. Paris, SUDEL, 1958-. Annual.
Deals with special institutions for the education and care of children who cannot attend school in ordinary conditions: those suffering from ill health, crippled or paralysed, mentally handicapped or suffering from personality problems, children handicapped by their home or social environment.
- 71 BUREAU UNIVERSITAIRE DE STATISTIQUE ET DE DOCUMENTATION SCOLAIRES ET PROFESSIONNELLES. *Guide pratique de reclassement*, 2^e éd. Paris, 1957. 254 p. with addenda and corrigenda. (New edition in preparation).
Guide giving full information about the problem of vocational rehabilitation: institutions, rehabilitation centres, table of trades, list of institutions concerned with rehabilitation work and the education and vocational training of the physically handicapped.

The French educational system, now suffering from 'growing pains', is short of teachers. The large post-war age groups are arriving at school age, while the age groups from which teachers must be recruited are from the period between wars—when the birth rate was low. The higher percentage of children attending school and the extension of the period of compulsory schooling since 1959 (it had already been extended in practice for several years) aggravate this situation. Public authorities have therefore been making great efforts during the past few years to guide young people towards teaching careers. The two following publications are evidence of that effort:

- 72 'Les carrières de l'enseignement'. *Avenirs* (Paris), no. 103-4, mai-juin 1959, 252 p.
Issue of *Avenirs* describing the variety of opportunities offered to young people by the national education system in France, the Community and abroad, in primary, secondary, technical, higher and special education, and the facilities for in-service training for teachers. Also some practical information about salaries and the financial aid granted to those who wish to take up teaching.
- 73 INSTITUT PÉDAGOGIQUE NATIONAL. *Enseigner... pour-quoi pas?* Paris, 1959. 31 p.
Pamphlet giving popular information on the recruitment, career opportunities and salaries of teachers in the public education system.

Educational studies and research

The Institut Pédagogique National [3] co-ordinates research activities through

- 74 LE SERVICE DE LA RECHERCHE PÉDAGOGIQUE.
Responsible for organizing surveys and research, at the request of the Ministry of Education or of the authorities of

educational districts, for the purpose of determining the effectiveness of teaching methods and media and selection and guidance procedures. Such research is carried out particularly in pilot institutions or experimental schools and is conducted in cooperation with the educational psychology laboratories of the universities. [For publications, see 75-79.]

The Institut Pédagogique National receives and makes suggestions regarding subjects for joint research, co-ordinates the work, and stimulates discussion and dissemination of the results. The object is not to lay down an official educational doctrine or to impose any particular methods from above, but to give teachers more information and enable them to make a free, enlightened choice. [See also 147.]

The Educational Research Service [74] publishes a bulletin entitled

- 75 *Le courrier de la recherche pédagogique*, 1954- . Paris. Irregular.

A periodical intended to inform readers about teaching experiments and the persons conducting them and thus to enable specialists and teachers to keep abreast of current research and to establish contact with one another, to build up a card index on such research at the Institut Pédagogique National and a collection of copies of reports thereon, and to provide examples of educational research which may be followed by others.

The following four publications are based on surveys carried out by the Educational Research Service:

- 76 INSTITUT PÉDAGOGIQUE NATIONAL. SERVICE DE LA RECHERCHE PÉDAGOGIQUE. *Enquête sur le matériel d'enseignement des mathématiques*. Paris, 1958. 47 p.
- 77 —. —. *Enquête sur les retards scolaires*. Paris, 1958. 24 p.
- 78 —. —. *Les travaux scientifiques expérimentaux*. Paris, 1960. 120 p.
- 79 —. —. *Une expérience d'éducation civique internationale*. Paris, 1956. 48 p.

A special service deals with educational studies relating to the overseas peoples.

Other research centres are described below:

- 80 LE CENTRE INTERNATIONAL D'ÉTUDES PÉDAGOGIQUES DE SÈVRES

1, rue Léon-Journault, Sèvres (Seine-et-Oise).

The Sèvres centre is equipped to accommodate members of the teaching profession living in the provinces, and also foreign teachers and educationists, while they are studying. It organizes and provides accommodation for international meetings and arranges seminars for foreign educational institutes which wish to illustrate their lectures on comparative education by visits to schools. The *lycée* (secondary school) at Sèvres, attached to this centre, is a pilot school which also has primary classes,

continuation courses and technical classes. It affords the centre a terrain for experiment and for the application of research conducted in other spheres.

The centre publishes the review

- 81 *Les amis de Sèvres*, 1948- . Sèvres. Quarterly.

Sets out to contribute to the development of ideas on teaching and systems of education by comparing the views of French and foreign teachers.

- 82 LE CENTRE D'ÉTUDES AUDIO-VISUELLES DE SAINT-CLOUD

Parc de Saint-Cloud, Saint-Cloud (Seine-et-Oise).

This centre, associated with the audio-visual laboratory of the École Normale Supérieure de Saint-Cloud, specializes in the application of audio-visual techniques to education. It organizes training courses for French and foreign teachers, as well as research work, especially in connexion with methods of language teaching. It is also the headquarters of the technical service for the production of educational films.

Some of the research centres are independent of the central national body. Those following fall into this category:

- 83 LE CENTRE DE DOCUMENTATION DU CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE (CNRS)

15, quai Anatole-France, Paris-7^e.

The purpose of this centre is to provide research workers, scientists and technicians with the documentation needed in their work. It has a photographic reproduction service, a translation service, a bibliographical research service and a library. Publishes specialized reviews.

Information on this centre is provided in

- 84 DIRECTION DE LA DOCUMENTATION. *Le Centre National de la Recherche Scientifique*. Paris, 1952. 36 p. (Recueils et monographies, 17).

A monograph on the background, functions and organizations of the CNRS, with practical information about the centre. Annexed are the constitution and regulations.

The CNRS assists in the publication of

- 85 *Enfance*, 1947- . Paris. 5 issues a year. Edited by Professor Wallon, discusses problems of psychology, pedagogy, neuro-psychiatry and sociology.

- 86 LE CENTRE DE RECHERCHES DE PRODUCTIVITÉ DE L'ENSEIGNEMENT TECHNIQUE

20, rue Pigalle, Paris-9^e.

Founded in 1956. Seeks mainly to increase the efficiency of technical education by keeping teachers well informed and maintaining closer links with the profession.

- 87 LE CENTRE D'ÉTUDES ET DE RECHERCHES DOCUMENTAIRES DE L'ENSEIGNEMENT TECHNIQUE (CERDET)

41, rue Gay-Lussac, Paris-5^e.

This is the national documentation centre operating under the Directorate of Technical Education.

- 88 LE COMITÉ D'ÉTUDES PÉDAGOGIQUES ET TECHNIQUES
61, rue Corvisart, Paris-13^e.

Set up in 1948 in order to study all questions relating to the methods, syllabuses, teaching and equipment of technical schools; especially responsible for supplying information to technical teachers. Has a library and specialized reviews.

Research and experiment designed to bring about reforms in the educational system are being conducted in France by a number of teachers' associations and are discussed in many books and magazine articles for the information and guidance of teachers. Only the more important items are mentioned here.

Some of the works of interest are listed below [89-93]:

- 89 BLOCH, M. A. *Pédagogie des classes nouvelles*. Paris, Presses Universitaires de France, 1953. 138 p. (Nouvelle encyclopédie pédagogique, 18).

- 90 GAL, Roger. *Histoire de l'éducation*. Paris, Presses Universitaires de France, 1953. 135 p. (Que sais-je?, no. 310).

The last chapter deals with new trends.

- 91 LEIF, J.; RUSTIN, G. *Pédagogie générale par l'étude des doctrines pédagogiques*. Paris, Delagrave, 1953. 381 p.

Deals largely with the new so-called active methods.

- 92 MEDICI, Angéla. *L'éducation nouvelle, ses méthodes, ses progrès*, 3^e éd. Paris, Presses Universitaires de France, 1948. 119 p. (Que sais-je?, no. 14).

- 93 PALMERO, J. *Histoire des institutions et des doctrines pédagogiques par les textes*. Paris, SUDEL, 1951. 448 p.

The last chapter deals with education in the twentieth century: official policies and institutions; new education and new schools.

Some of the associations interested in educational research are:

- 94 L'ÉCOLE NOUVELLE FRANÇAISE
5, avenue Claude-Vellefaux, Paris-10^e.

Founded in 1928 and directed by Roger Cousinet, professor of education at the Paris Faculty of Arts, this association publishes monthly monographs on educational research and the development of new methods. It is responsible for the two following general surveys:

- 95 'Petite chronologie de l'éducation nouvelle', by Roger Cousinet. In: *L'École nouvelle française* (Paris), no. 24, 1954, 32 p.

Monograph outlining the stages in the development of *l'éducation nouvelle*: writings, schools and congresses from 1870 to 1954.

- 96 'Petit guide pour l'éducation nouvelle', by Roger Cousinet. In: *L'École nouvelle française* (Paris), no. 80, juin 1960. 32 p.

A guide which is a bibliography with some historical information. Covers essential works on the various problems of *l'éducation nouvelle*.

- 97 LES CENTRES D'ENTRAÎNEMENT AUX MÉTHODES D'ÉDUCATION ACTIVE (CEMEA)

6, rue Anatole-de-la-Forge, Paris-17^e.

These centres were started in 1937, when they set out to train teachers and others for work as instructors and supervisors in holiday camps. They founded, and directed from 1947 to 1956, the *nouvelle école*; thus they were able to experiment with the methods of 'new education' in schools. They publish the bulletin:

- 98 *Vers l'éducation nouvelle*, 1945- . Paris. 10 issues a year.

Describes the most representative experiments carried out during holidays and term time, supplies practical information on leisure activities, and studies the various aspects of the group life of children, drawing attention to the principal educational activities.

- 99 LE COMITÉ UNIVERSITAIRE D'INFORMATION PÉDAGOGIQUE (CUIP)

29, rue d'Ulm, Paris-5^e.

Founded in 1949. Publishes the following:

- 100 *Les cahiers pédagogiques pour l'enseignement du second degré*, 1945- . Paris. Monthly.

This review, which was founded by the Association Nationale des Éducateurs des Classes Nouvelles de l'Enseignement du Second Degré (ANECNES), is written by and for teachers. Its purpose is to provide a forum for the pooling of opinions and experience among teachers and to give an up-to-date picture of the position with regard to various important questions.

- 101 L'ÉCOLE MODERNE FRANÇAISE
Boulevard Vallombrosa, Cannes (Alpes-Maritimes).

Founded in 1938 and directed by C. Freinet. Publishes:

- 102 *L'Éducateur*, 1927- . Cannes. Monthly.

- 103 LE GROUPE FRANÇAIS D'ÉDUCATION NOUVELLE
29, rue d'Ulm, Paris-5^e.

Founded in 1922. Publishes:

- 104 *Pour l'ère nouvelle*, 1921- . Paris. Quarterly.

- 105 SOCIÉTÉ ALFRED BINET

47, rue Philippe-de-Lassale, Lyon (Rhône).

Founded in 1900, deals with child psychology and experimental education and publishes a monthly bulletin.

Several French publishing houses specialize in the publication of books on new educational methods:

Bourrelier (*Cahiers de pédagogie moderne*), 55, rue Saint-Placide, Paris-6^e.
 Delachaux et Niestlé, 32, rue de Grenelle, Paris-7^e.
 Desclée de Brouwer, 76 bis, rue des Saints-Pères, Paris-6^e.

Textbooks and instructional materials

During the past few years, there have been great changes in the teaching media and educational materials available to teachers. More and more up-to-date books have been published. Furniture and equipment have been adapted to the needs of modern education. Films, photographs, records and television have taken their place beside the traditional teaching media.

Two guides issued by private organizations give parents and teachers information about everything connected with publishing and teaching materials:

- 106 *Livres et matériel d'enseignement, rentrée des classes*. Paris, Cercle de la Librairie, 1885- . Annual.
 Put out by the publisher of the *Bibliographie de la France* [11].

- 107 SOCIÉTÉ D'ÉTUDES ET DE DOCUMENTATION. *Le livre d'études et l'équipement scolaire*. Paris, 1959. 1,088 p.

Gives an account of the educational system and bibliographical references for 32,000 educational works. A full and accurate inventory, by subjects and by branches of education, of the books available to parents, heads of schools and the municipalities. A quantity of information is given also about schools and the main services of the Ministry of Education.

Mention should also be made of

- 108 LA DOCUMENTATION FRANÇAISE
 14, rue Lord-Byron, Paris-8^e.

Under the authority of the Secrétariat Général du Gouvernement, has a documentation centre housing archives, files and cards, plates and photographs on all general questions likely to interest teachers. Publishes documentary material for teachers.

French teachers are free to use whatever teaching materials they choose. However, all the materials produced are periodically examined by ministerial boards which sit at the IPN [3] and are composed of specialists, appointed by the Minister, who represent the different subjects of study and types of schools. These boards make recommendations respecting the approval or otherwise of the materials they examine. The Study and Documentation Service of the IPN organizes their work and provides the secretariat. It co-ordinates their activities with those of the specialized departments of the IPN responsible for the pro-

duction of books, documentary material and teaching aids, submits their proceedings to the Minister for approval and arranges for publicizing the results of their work.

The Institut Pédagogique National publishes *Les livres* [12] with the co-operation of the Book Commission. With the collaboration of the various boards on school furniture and educational media, it issues:

- 109 *Les moyens d'enseignement*, 1959- . Paris. Quarterly.
 This supplement to the *Bulletin officiel de l'éducation nationale* is intended for teachers and administrators in all branches of education. It keeps up-to-date lists of school furniture and equipment, teaching materials, teachers' handbooks and textbooks, short and other films, filmstrips and discs approved by the appropriate ministerial boards and recognized by them as suitable for use in equipping school premises, in teaching and in equipping school university libraries with books, films and records.
- 110 INSTITUT PÉDAGOGIQUE NATIONAL. *Des livres, des disques; un choix — pour les bibliothèques scolaires — pour vos enfants de 4 à 16 ans*. Paris, 1958. 66 p. (Catalogues, répertoires et bibliographies).
 Gives lists of books and records, by age groups, based on the combined work of several committees of teachers particularly interested in the part that books and records can play in the training of young people.
- 111 ——. *Répertoire de disques, établi d'après les travaux des commissions ministérielles d'étude et d'agrément des moyens d'enseignement*. Paris, 1958. 271 p. (Catalogues, répertoires et bibliographies).
 A catalogue based on the work done by the ministerial boards for the study and approval of teaching aids. Gives teachers ideas for sound material on which to base their explanations, or to illustrate them, to the advantage of their pupils.
- 112 ——. *Répertoire de films fixes et vues fixes d'enseignement*. Paris, 1958. 79 p. (Catalogues, répertoires et bibliographies).
 Lists, by subjects of study and types of schools, the titles of filmstrips and sets of slides selected and recommended, not merely approved, by the ministerial boards on educational media.
- 113 ——. *Télévision scolaire 1958-1959- .* Paris. Annual.
 A pamphlet containing a collection of official texts and practical advice concerning the use and equipment of school television services, together with the programme of school television broadcasts for the current year.
- 114 ——. DÉPARTEMENT DU MATÉRIEL D'ENSEIGNEMENT SCIENTIFIQUE. *Liste commentée du matériel scientifique disponible au cours de l'année scolaire 1959-1960*. Paris, s.d. 55 p. (Catalogues, répertoires et bibliographies).
 A list providing information about the characteristics of the various types of equipment distributed, instructions concerning their installation and use, warnings, notes on precautions to be taken and on how to cope with the most common types

of breakdowns. In the case of apparatus which is difficult to handle, these notes are supplemented by detailed instructions drawn up either by the maker or by the Commission on Teaching Aids for the Physical Sciences.

The above list is prepared and sent to all heads of schools by the IPN's Department of Science Teaching Equipment, a service acting as research and order office, as a workshop for the production of prototypes, and as a distributing centre for both apparatus used in the physical sciences and the equipment and collections used in the natural sciences.

The Central Educational Film Library, housed in the IPN, consists of collections of films approved by the board on audio-visual media for use in teaching. Film showings accompanied by instructional talks on audio-visual techniques are arranged periodically. The film library also arranges the circuits for the distribution of films to the regional centres it has in each educational district, either forming part of an educational documentation centre already established, or to be incorporated in such a centre now being formed. The regional centres, incidentally, co-operate with organizations concerned with after-school activities. Following is a catalogue of films in this *cinémathèque*:

- 115 CENTRE NATIONAL DE DOCUMENTATION PÉDAGOGIQUE. *Catalogue des films de la cinémathèque centrale de l'enseignement public*. Paris, 1959. 48 p. With addenda.

Certain categories of photographs are noted in the following work:

- 116 INSTITUT PÉDAGOGIQUE NATIONAL. [Catalogue de la] *Photothèque d'information scolaire et universitaire*. Paris, 1956. 14 p.

Covers a collection of photographs of school and university institutions and activities in France and the Community, as well as IPN photographic reports. This material, on which royalties must be paid if it is used in newspapers or books, is made available to teachers free of charge. It is brought up to date annually.

Education associations

France has many national and regional associations of teachers and others interested in education. Some are concerned with the protection of teachers' professional interests, others with the improvement of educational methods. A complete, classified list of these associations, together with notes on the dates when they were founded, the number of members and the publications issued is to be found in the *International directory of education associations* and

Teachers' associations . . . [for both, see International sources 2].

[See also 94, 97, 99, 101, 103 and 105.]

Educational journals

There are many educational journals in France. They are usually edited and published by the associations listed in the *International directory* . . . and in *Teachers' associations* . . . [for both, see International sources 2]. Some of the most important have already been cited in the preceding sections [in particular 4, 5, 34, 75, 81, 85, 98, 100, 102 and 104]. A fuller list is given in *An International list of educational periodicals* [International sources 3].

Reference may be made also to general lists of periodicals such as

- 117 BIBLIOTHÈQUE NATIONALE. DÉPARTEMENT DES PÉRIODIQUES. *Catalogue collectif des périodiques conservés dans les bibliothèques de Paris et dans les bibliothèques universitaires de province*. Paris, 1940- .

Educational statistics

Statistics on education in France are prepared by two specialized departments:

- 118 SERVICE TECHNIQUE DE STATISTIQUE DU MINISTÈRE DE L'ÉDUCATION NATIONALE
100, rue de Grenelle, Paris-7^e.

Responsible for the general organization and co-ordination of statistical surveys, forecasts and operational studies, and the centralization and dissemination of results.

- 119 BUREAU UNIVERSITAIRE DE STATISTIQUE ET DE DOCUMENTATION SCOLAIRES ET PROFESSIONNELLES (BUS)
29, rue d'Ulm, Paris-5^e.

Founded in 1932, this is an independent public institution responsible for collecting and circulating any information useful for guidance work and for young people. Keeps up-to-date information on the school and working population, their geographical distribution and turnover, for the purpose of making a rational study of the labour market and helping to guide young people.

One of the Bureau's publications is a review providing information and documentation on careers:

- 120 *Avenirs*, 1947- . Paris. Monthly.
Special issues are brought out giving a complete picture of a particular career or group of careers, including details of the education and basic or advanced training required. *Avenirs* has, in this way, produced monographs on careers in engineering, teaching and agriculture, on women's careers, and on business and teaching careers [72].

The results of the work of these two specialized departments [118, 119] are collected and published by the Institut Pédagogique National in the form of a review:

- 121 *Informations statistiques*, 1937- . Paris. Monthly. Supplement to the *Bulletin officiel de l'éducation nationale*. Gives general statistical information on the principal questions relating to education: school enrolments and vocational training, recruitment and status of teachers, examinations and diplomas, etc.

For more general purposes, two other public statistical services [122, 124] carry out and publish studies which may have a bearing on educational problems:

- 122 INSTITUT NATIONAL DE LA STATISTIQUE ET DES ÉTUDES ÉCONOMIQUES POUR LA MÉTROPOLE ET LA FRANCE D'OUTRE-MER (INSEE)

29, quai Branly, Paris-7^e.

Comes under the Ministry of Economic Affairs. Has a documentation service and issues various publications, one of them being

- 123 *Études et conjoncture*, 1946- . Paris. Monthly. Contains studies on the economic and social situation in France (occupational structure of the active population, general survey of agriculture) and abroad, together with special studies on subjects of current interest and methodological studies.

- 124 INSTITUT NATIONAL D'ÉTUDES DÉMOGRAPHIQUES (INED)

23, avenue Franklin-D.-Roosevelt, Paris-8^e.

Under the Ministry of Public Health and Population. Founded in 1945, it is a State institution responsible for studying population problems from the standpoint both of quantity and of quality. Publishes:

- 125 *Population*, 1946- . Paris. Quarterly.

- 126 *Cahiers de 'Travaux et documents'*, 1946- . Paris. Monographs.

Each of these *cahiers* deals with a question within the competence of INED, such as the professional activity of women, the intellectual standard of school age children, a national survey of primary education, or the intellectual standard of school age children, determination of aptitudes, influence of constitutional, family and social factors.

Education biography

The Institut Pédagogique National maintains a directory of leading educationists (biographies and bibliographies). It is to publish a dictionary of modern French educators which will contain full information about the careers, work and influence of leading representatives of French education.

Useful information (biographies, bibliographies) may also be found in

- 127 CHÂTEAU, Jean. *Les grands pédagogues*. Paris, Presses Universitaires de France, 1956. 364 p.
Bibliographies and biographies from Plato to Alain.

[See also 91, 93.]

Education libraries and museums

Libraries

- 128 DIRECTION DES BIBLIOTHÈQUES DE FRANCE

55, rue Saint-Dominique, Paris-7^e.

Comes under the Ministry of Education and is responsible for the organization of public libraries.

For information on libraries the following two works may be consulted:

- 129 DIRECTION DES BIBLIOTHÈQUES DE FRANCE. *Répertoire des bibliothèques de France*. Paris, 1950. 3 vols.

List of university, special and municipal libraries in Paris and the departments, published with Unesco's assistance. Gives full information about the organization, administration, access and loan requirements, catalogues and publications of such libraries.

- 130 *Bibliothèques*. Special issue of *Éducation nationale* [4] (Paris), décembre 1960. 32 p.

Deals with the various types of libraries and, in particular, with those in the educational sphere: university, school and teachers' libraries.

The Institut Pédagogique National houses the

- 131 BIBLIOTHÈQUE CENTRALE DE L'ENSEIGNEMENT PUBLIC
29, rue d'Ulm, Paris-5^e.

Founded in 1879 at the same time as the Musée Pédagogique, the Central Public Education Library contains a million books and 2,500 sets of French and foreign periodicals, as well as very full documentation on French and foreign educational legislation. It is divided into four sections: teaching, educational legislation and administration, general documentation for teachers, and preparation for qualifying and competitive examinations for teaching posts. Teachers and all persons interested in these problems may consult books at the library or take them out on loan for a fortnight. A circulating library is attached; it supplies books on educational or general cultural subjects to teachers residing in the provinces and, more particularly, to those who cannot conveniently consult the education libraries at the headquarters of each educational district or *académie*. The library holds some particularly valuable items and has a large rare books room, including several incunabula, school textbooks of the fifteenth, sixteenth and seventeenth centuries and a whole collection of works on the history of education.

Children's libraries are also to be found in Paris and in some provincial towns.

A guide has been issued for the benefit of teacher-librarians:

- 132 LERICHE, M.; PRÉVOT, G. *Bibliothèques scolaires, bibliothèques d'enfants*. Paris, Bourrelier, 1950. 124 p. (Carnets de pédagogie pratique).

Designed to make the work of teacher-librarians as easy as possible. To serve as a practical handbook enabling them to avoid mistakes and waste of time, encouraging them, and promoting the success of their work by helping them to secure the establishment of libraries in places where they do not yet exist or to enrich and stimulate existing institutions and, thereby, to develop the reading habit among pupils and their families.

Museums

Museum problems are within the purview of:

- 133 DIRECTION DES MUSÉES DE FRANCE
Palais du Louvre, Pavillon Mollien, Cour du Carrousel, Paris-1^{er}.
Comes under the Ministry of State for Cultural Affairs. Has published:
- 134 *Répertoire des musées de France et de la Communauté*, comp. by Germaine Barnaud. Paris, Institut Pédagogique National, 1959. 416 p. (Brochure 34 RB).

Lists museums in alphabetical order and gives full information—historical background, collections, documentation, publications and visits.

- 135 MUSÉE PÉDAGOGIQUE DE PARIS

The oldest department of the Institut Pédagogique National [3]. Originally limited to primary schooling, it later extended its activities to all types of education. Today it contains the educational and documentary collections selected by the documentation service. Organizes temporary exhibitions drawing attention to educational activities. The permanent collections are divided into three sections: (a) teaching methods and media, in which teachers find the various books, documentary materials and teaching aids suitable for classroom use; (b) history, devoted to the development of educational institutions and their present organization; (c) school architecture and furniture, containing the prototypes of buildings and furniture approved by the Ministry of Education. A monograph is devoted to this establishment:

- 136 MAJALUT, Joseph. *Les origines de l'Institut Pédagogique National: le Musée Pédagogique (1872-1879)*, 2^e éd. Paris, Institut Pédagogique National, 1959. 94 p. (Monographies, études et recueils).

The need to establish links between schools and museums and to take advantage of the resources which the latter can offer to teachers and schoolchildren has led to the establishment of educational services in some of the large French museums. The following booklet is on the subject:

- 137 INSTITUT PÉDAGOGIQUE NATIONAL. *Musées et enseignement*. Paris, 1957. 63 p. (Mémoires et documents scolaires, nouv. sér., no. 8).

Deals with educational services, which organize meetings to provide information for teachers, and hints for persons accompanying schoolchildren, as well as guided visits for pupils.

Inter-availability of educational resources

Two administrative departments [138, 141] are officially responsible for educational exchanges with foreign countries:

- 138 DIRECTION DE LA COOPÉRATION AVEC LA COMMUNAUTÉ ET L'ÉTRANGER

55, rue Saint-Dominique, Paris-7^e.

This directorate, coming under the Ministry of Education, helps carry out the policy of cultural co-operation with other countries, acting with the General Directorate of Cultural and Technical Affairs of the Ministry of Foreign Affairs [141] and with the Directorate of Cultural Affairs of the Secretary of State for relations with the countries of the Community. Its principal duties are the preparation and execution of international conventions and agreements in the field of culture, university exchanges, technical co-operation with newly developing countries, recruitment and administration of teachers sent abroad, the initial and advanced training of teachers from other countries—by seminars, in particular—the easing of requirements for admission to the *grandes écoles* (state higher professional colleges) and higher technical schools to make possible the training of highly qualified personnel for newly developing countries, the modification of French curricula to meet the situation outside France, the study of problems regarding French examinations set up abroad, the teaching of the French language throughout the world, etc.

Among the department's publications are the following two:

- 139 MINISTÈRE DE L'ÉDUCATION NATIONALE. DIRECTION DE LA COOPÉRATION AVEC LA COMMUNAUTÉ ET L'ÉTRANGER. *Les appariements d'écoles*. Paris, 1960. 39 p.

- 140 ——. *Formation des cadres pour les États de la communauté et les pays étrangers*. Paris, Institut Pédagogique National, 1960. 218 p.

A directory of the principal facilities for technical training and advancement which France can now offer to developing countries.

- 141 DIRECTION GÉNÉRALE DES AFFAIRES CULTURELLES ET TECHNIQUES

37, quai d'Orsay, Paris-7^e.

The General Directorate of Cultural and Technical Affairs, coming under the Ministry of Foreign Affairs, arranges exchanges of teaching materials (books, films, records) and organizes literary, scientific and technical exhibitions, cultural missions abroad, and exchanges of technicians. In general it seeks to extend teaching establishments and welfare institutions abroad.

The Institut Pédagogique National [3] also replies to many requests for documentation received from other countries, from Unesco, or from the International Bureau of Education and other international organizations. It takes part in the major international exhibitions, exchanges publications and travelling exhibitions, and supplies whatever information is requested of it. The IPN is in constant touch with educational documentation centres in foreign countries, to which it regularly sends its publications. It has published reports on seminars organized under Unesco's auspices. In connexion with the Western European Union (WEU), the IPN has worked for the development of national educational documentation centres in European countries and the promotion of co-operation between them. It was the headquarters for the first WEU conference of delegates of national educational documentation centres.

The following association also is important in the field of educational exchanges with foreign countries:

142 OFFICE NATIONAL DES UNIVERSITÉS ET ÉCOLES FRANÇAISES

96, boulevard Raspail, Paris-6^e.

Founded in 1910, fosters intellectual relations between France and foreign countries as well as exchanges of students and schoolchildren. Places foreign assistants in French schools and universities, centralizes and examines French applications for scholarships and fellowships abroad, and arranges for exchange visits in families and the placing of schoolchildren abroad, as well as for the pairing of French and foreign educational establishments. Provides information on all the activities of French universities, with special reference to vacation courses for foreigners; arranges meetings between French and foreign teachers. Publishes various types of material about such exchanges, one of its publications being:

143 OFFICE NATIONAL DES UNIVERSITÉS ET ÉCOLES FRANÇAISES. *Cours de vacances des universités françaises*. Paris, 1940- . Annual.

There is also a

144 SERVICE D'ORIENTATION PÉDAGOGIQUE DES ÉTUDIANTS ÉTRANGERS

Rectorat de Paris, 18, rue de la Sorbonne, Paris-5^e. Responsible for welcoming, informing and guiding foreign students on arrival in France. It publishes:

145 UNIVERSITÉ DE PARIS. SERVICE D'ORIENTATION PÉDAGOGIQUE DES ÉTUDIANTS ÉTRANGERS. *Examens réservés aux étudiants étrangers*. Paris, 1960.

This title is published with contents in French (6 p.) and, in another edition, with contents in English (7 p.).

146 —. —. *Le livret de l'étudiant 1960-1961*. Paris, Institut Pédagogique National, 1960. 607 p.

The following work is intended to facilitate the studies of foreign scholarship and fellowship holders in French universities:

147 INSTITUT PÉDAGOGIQUE NATIONAL. *Travaux des universités françaises, recueil bibliographique 1958: français, géographie, histoire, philosophie*. Paris, Imprimerie Nationale, 1958. 145 p.

A working guide for the services which receive students and teachers. Records, among other things, theses for the doctorate, articles and current activities or research, by faculty. Includes an alphabetical index of teachers and an analytic index by subject.

The following service is responsible for organizing individual exchanges of correspondence between pupils and students in French educational establishments and their opposite numbers in the French community and various foreign countries:

148 SERVICE DE LA CORRESPONDANCE SCOLAIRE INTERNATIONALE.

Founded in 1919 and now under the Ministry of Education, this is at the address of the IPN [3]. It fulfils a threefold role—educational, by promoting the teaching of modern languages; cultural—by making possible a more accurate understanding of foreign civilizations; international—by developing the international spirit among young people.

For information on this service, the following work may be consulted:

149 INSTITUT PÉDAGOGIQUE NATIONAL. SERVICE DE LA CORRESPONDANCE SCOLAIRE INTERNATIONALE. *La correspondance scolaire et son utilisation pédagogique*. Paris, 1960. 47 p. (Mémoires et documents scolaires, 11).

Deals with the results achieved by the service.

The Centre International d'Études Pédagogiques at Sèvres is specially responsible for providing information for foreign teachers [80].

In the field of school exchanges, the following guide is useful:

150 *Les jeunes Français reçoivent et voyagent*, 3^e éd. Documentation publiée par le Ministère de l'Éducation Nationale, de la Jeunesse et des Sports et le Ministère des Affaires Étrangères avec le concours de la Commission de la République Française pour l'Unesco. Paris, 1958. 142 p.

A pamphlet intended to encourage international meetings of young people and to give information about the many bodies in France and abroad which assist young people to take part in such gatherings.

Two pamphlets review the position of French culture abroad:

- 151 DIRECTION DE LA DOCUMENTATION. *La France dans le monde*. Paris, 1960. 126 p. (Recueils et monographies, no. 34).

- 152 INSTITUT PÉDAGOGIQUE NATIONAL. *L'enseignement français à l'étranger*. Paris, 1959. 308 p. (Mémoires et documents scolaires, nouv. sér., no. 10).

Designed to meet the need for information felt by many members of the teaching profession and people interested in French culture in France and abroad. Supplies information about posts for French primary and secondary teachers outside France and about the school facilities available for giving a French education to the children of French families living abroad.

Two organizations bring out monographs on the problems of education and culture abroad. They are La Documentation Française [108], in its series *Notes et études documentaires*, *Articles et documents*, and *Chroniques étrangères*, and the

- 153 ASSOCIATION INTERNATIONALE D'INFORMATION SCOLAIRE, UNIVERSITAIRE ET PROFESSIONNELLE
29, rue d'Ulm, Paris-5^e.

This association arranges for co-operation among all the national bodies concerned with giving information about

various courses and careers to those making use of the educational system and to the general public. It publishes an information bulletin for the public and for specialists; this bulletin includes technical studies and reports on various problems of adaptation to the employment situation that have to be faced by the educational systems in different countries.

The Institut Pédagogique National also publishes studies in its series

- 154 *Dossiers documentaires*. Paris. Monthly.

Notes and cards intended to give educational authorities the basis for a lively, constantly up-to-date collection of material on educational problems and activities. The notes and cards are classified under some 60 headings covering the various categories of problems and activities. Material on foreign education includes short studies on education in several countries.

The IPN also published

- 155 CONFÉRENCE EUROPÉENNE SUR LES PROGRAMMES DE L'ENSEIGNEMENT DU SECOND DEGRÉ, Sèvres, 1958. *Rapports et exposés présentés sur les programmes des enseignements du second degré*. Paris, Institut Pédagogique National, 1958. 221 p. (Mémoires et documents scolaires, nouv. sér., no. 9).

The Federal Republic of Germany consists of 10 *Länder* or states—Baden-Württemberg, Bayern (Bavaria), Bremen, Hamburg, Hessen, Niedersachsen (Lower Saxony), Nordrhein-Westfalen (North Rhine Westphalia), Rheinland-Pfalz (Rhineland Palatinate), Saarland and Schleswig-Holstein. By mutual agreement, the City of West Berlin has joined the Federation as the eleventh state.

All states are autonomous with regard to education. In order to secure co-ordination in the field of education, the Ministers have established a 'Permanent Conference' with a secretariat:

- 1 STÄNDIGE KONFERENZ DER KULTUSMINISTER DER LÄNDER IN DER BUNDESREPUBLIK DEUTSCHLAND (Permanent Conference of the Ministers of Education in the Federal Republic of Germany)

Nassestrasse, 11, Bonn.

A special department within the Secretariat is of particular interest:

- 2 Dokumentations- und Auskunftsdienst (Documentation and Information Centre)

Has the task of collecting material on education and of giving information about it to authorities, institutions, organizations and professional people. Exchanges educational documentation and information with people from other countries. This agency may be addressed if the information given below is not sufficient.

Reference works

- 3 HILKER, FRANZ. *Die Schulen in Deutschland (Bundesrepublik und West-Berlin)* (Schools in Germany—Federal Republic and West Berlin), 2nd ed. Bad Neuheim, Christian, 1957. 100 p.

Detailed description of the German school system as regards its legal bases, organization and educational trends.

- 4 *Lexikon der Pädagogik* (Encyclopaedia of education), ed. by Deutsches Institut für Wissenschaftliche Pädagogik at Münster and Institut für Vergleichende Erziehungswissenschaft at Salzburg. Freiburg/Br., Herder, 1952-55. 4 vols, each containing approx. 1,200 columns.

Approximately 3,600 signed articles in alphabetical order on the theory and history of education, on school organization and administration in Germany and other countries of the world. Many bibliographical notes. Although the Catholic viewpoint is stressed, the treatment of educational facts and ideas aims at scientific objectiveness.

- 5 *Pädagogik im Bild* (Education through pictures), ed. by Franz Hilker. Freiburg/Br., Herder, 1956. 562 p.

With 614 illustrations, diagrams and schedules. The illustrations showing the most recent developments in education are accompanied by basic articles on the main features of pedagogy (mankind, psychology of education, the

family and its educational task, the church and education, the educational function of the school, development of the creative powers, physical education, special education, social education, youth life in the community, adult education, history of education and educational theory).

- 6 *Das Pädagogische Schrifttum* [The Educational bibliography], coll. and ed. by Pädagogische Arbeitsstelle at Wiesbaden (until 1956) and Bonn (from 1957). Lippstadt (Westfalen), C. J. Laumanns, 1951- . Annual.

Bibliography of educational articles, pamphlets and books in the German language. Some issues contain as many as 5,000 titles. The period covered is from 1945. In Chapter A. II are listed all educational conferences and congresses, presented by location and organization, in alphabetical order.

- 7 *Wörterbuch der Pädagogik* (Dictionary of education), 5th ed. Ed. by Wilhelm Hehlmann. Stuttgart, Kröner, 1958. 479 p. (*Kröners Taschenausgaben*, vol. 49).

Short statements in alphabetical order of words defined, with bibliographical notes. Appendix with important dates in the history of education. Short bibliography.

See also the *World survey of education*, vol. I, 1955, p. 295-304 [International sources 8].

Administration of the educational system

According to paragraph 7 of the Basic Law of the Federal Republic, education is the responsibility of the individual *Land* (State). The parliaments of the states lay the foundations for education by the laws they promulgate; the ministries explain the laws by ordinances, control the implementation of the legal obligations and rights and, through their officials, supervise instruction and education in public as well as private schools.

Ministries in the 11 Länder

- 8 Kultusministerium Baden-Württemberg, Schillerplatz 5, Stuttgart.
- 9 Bayerisches Staatsministerium für Unterricht und Kultus, Salvatorplatz 2, München.
- 10 Senator für Volksbildung, Messedamm 4-6, Berlin-Charlottenburg.
- 11 Senator für das Bildungswesen, Am Dobben 32, Bremen.
- 12 Schulbehörde, Dammtorstrasse 25, Hamburg 36.
- 13 Hessischer Minister für Erziehung und Volksbildung, Luisenplatz 10, Wiesbaden.
- 14 Niedersächsisches Kultusministerium, Am Schiffgraben 7-9, Hannover.

- 15 Kultusministerium des Landes Nordrhein-Westfalen, Cicilienallee 2, Düsseldorf.
- 16 Ministerium für Unterricht und Kultus, Ernst Ludwig-Strasse 4, Mainz.
- 17 Ministerium für Kultus, Unterricht und Volksbildung, Talstrasse 2-6, Saarbrücken.
- 18 Kultusministerium des Landes Schleswig-Holstein, Düsternbrokker Weg 64-68, Kiel.

The administration of education is carried out on three levels: *Land*, district and county (or township). The communities participate in the administration of schools by sharing the responsibility for external affairs such as school building, school financing, election of teachers, etc. Arrangements are different in the various states.

Parents co-operate with schools and school authorities through parent councils on local, regional and *Land* levels.

Reports on the progress of education in the Federal Republic of Germany are submitted annually to the International Conference on Education at Geneva by a representative of the Ministers of Education. They are published subsequently in the *International year-book of education* [International sources 5].

Legislative and policy documentation

Documentation on laws is arranged below by *Land*: Baden-Württemberg [19], Bavaria [20], West Berlin [21], Bremen [22], Hamburg [23], Hessen [24], Lower Saxony [25], North Rhine Westphalia [26], Rhineland Palatinate [27], Saarland [28] and Schleswig-Holstein [29].

- 19 'Gesetz über Schuljahr und Schulpflicht' vom 9. März 1953 in der Fassung vom 9. Dezember 1957 (Law on the school year and compulsory school attendance of 9 March 1953 published on 9 December 1957). In: *Gesetzblatt*, 1957, p. 147.
- 20 'Gesetz über das Erziehungs- und Unterrichtswesen' (EUG) vom 9. März 1960 (Law on education and instruction of 9 March 1960). In: *Gesetz- und Verordnungsblatt*, 1960, p. 19.
- 21 'Schulgesetz für Berlin' vom 26.6.1948 Verordnungsblatt I S. 358, in der Fassung des 4. Änderungsgesetzes vom 15.6.1961 (School law for Berlin of 26 June ... with modification of 15 June 1961). In: *Gesetz- und Verordnungsblatt I*, p. 704.
- 22 'Gesetz über das Schulwesen der Freien Hansestadt Bremen' vom 25. Mai 1957 (School law of ... Bremen of 25 May 1957). In: *Gesetzblatt der Freien Hansestadt Bremen*, 1957, p. 57.
- 23 'Gesetz über das Schulwesen der Freien Hansestadt Hamburg', in der Fassung vom 16. April 1957 (School law of Hamburg ... 16 April 1957). In: *Hamburgisches Gesetz- und Verordnungsblatt*, 1957, p. 207.
- 24 'Hessisches Schulpflichtgesetz' vom 17. Mai 1961 (Law of compulsory school attendance of 17 May 1961). In: *Gesetz- und Verordnungsblatt*, 1961, p. 69.
- 25 'Gesetz über das öffentliche Schulwesen in Niedersachsen' vom 14. September 1954 (Law on the public school system of Lower Saxony of 14 September 1954). In: *Niedersächsisches Gesetz- und Verordnungsblatt*, 1954, p. 89.
- 26 'Gesetz über die Schulpflicht im Deutschen Reich (Reichsschulpflicht)' vom 6. Juli 1938, Reichsgesetzblatt I S. 799 in der Fassung nach dem letzten Änderungsgesetz vom 29.6.1960 (Law of the Reich on compulsory school attendance ...). In: *Gesetz- und Verordnungsblatt Nordrhein-Westfalen*, 1960, p. 198.
- 27 'Landesgesetz über die Schulpflicht im Lande Rheinland-Pfalz (Schulpflichtgesetz)' vom 22. Dezember 1955 (Compulsory school attendance law ...). In: *Gesetz- und Verordnungsblatt*, 1955, p. 115.
- 28 'Gesetz zur Änderung des Gesetzes über die Schulpflicht im Deutschen Reich (Reichsschulpflichtgesetz)' vom 6. Juli 1938 in der Fassung des Gesetzes vom 14. Februar 1958 (Reich law on changing the law on compulsory school attendance ...). In: *Amtsblatt des Saarlandes*, 39, 1959, p. 598.
- 29 'Gesetz über die Schulpflicht' vom 5. Dezember 1955 (Law on compulsory school attendance ...). In: *Gesetz- und Verordnungsblatt*, 1955, p. 169.

For further information see:

- 30 *Schulrecht* (School law), 1954- . Berlin/Neuwied, Hermann Luchterhand. Loose leaf.
A collection of school laws concerning the following *Länder*: Baden-Württemberg, Bavaria, Berlin, Hessen, Lower Saxony, North Rhine Westphalia, Rhineland Palatinate, Schleswig-Holstein. Up to 1961, 19 volumes had been prepared, containing all laws, decrees and regulations issued since 1946, together with older legal material which is still in force.
- 31 HECKEL, Hans. *Deutsches Privatschulrecht* (Private school law). Berlin, Carl Heymanns, 1955. 354 p.
The legal basis of private schools in the Federal Republic and West Berlin. A handbook with systematic commentary on the history and special problems of private schools, supplemented by a comparative survey of the legal situation in Western Europe and the United States.
- 32 —; SEIPP, Paul. *Schulrechtskunde* (Science of educational laws), 2nd ed. Berlin/Neuwied/Darmstadt, Hermann Luchterhand, 1960. 403 p.

A systematic commentary on the legal prescriptions for school organization and administration, the rights of teachers, pupils and parents and of the bodies administering the schools. Contains a listing of the most important laws on education.

- 33 **THIEME, Werner.** *Deutsches Hochschulrecht* (Legislation concerning German universities). Berlin, Carl Heymanns, 1956. 491 p.

The rights of the institutions of higher studies in the Federal Republic of Germany and West Berlin, presented in order, with reference to the legal situation in some other countries. Appendix with a collection of regulations, constitutions and laws, as well as of statutes of some German universities. Comprehensive bibliography.

- 34 **DEUTSCHER AUSSCHUSS FÜR DAS ERZIEHUNGS- UND BILDUNGSWESEN** (German Committee for Instruction and Education)

Königstrasse 1, Bonn.

This committee, which has been established jointly by the Permanent Conference of Ministers of Education [1] and the Federal Ministry of the Interior, has issued a series of monographs on educational problems, 'Empfehlungen und Gutachten' (Recommendations and statements) published in Stuttgart by Ernst Klett. The most important of these monographs, with mention of the issue where they appear in the series, are:

- 35 *Die Volksschule auf dem Lande* (The rural school). 1956. Second issue, p. 27-31.

A report on the situation of the rural school in the modern world and the tasks of rural schools and their teachers.

- 36 *Schulreife und Schulkindergarten* (School age and kindergartens). 1957. Second issue, p. 42-46.

A recommendation concerning the need for kindergartens for retarded children of compulsory school age.

- 37 *Gutachten zur Erziehung im frühen Kindesalter* (Education in early childhood). 1957. Second issue, 7 p. Processed.

A recommendation on the aims and organization of kindergartens today.

- 38 *Rahmenplan zur Umgestaltung und Vereinheitlichung des allgemeinbildenden öffentlichen Schulwesens* (Skeleton plan for the reorganization and unification of the public system of general education). 1959. Third issue, p. 1-55.

Investigation of the historical background, present problems and organic structure of the general education system.

- 39 *Zur Situation und Aufgabe der deutschen Erwachsenenbildung* (Situation and tasks of adult education in Germany). 1960. Fourth issue, p. 1-78.

A report on the problems of adult education today, its needs, possibilities, structure and relation to modern society.

Official material from component parts of the national territory includes:

- 40 **ARBEITSGEMEINSCHAFT DEUTSCHER LEHRERVERBÄNDE.** *Der Bremen Plan* (The Bremen plan). Frankfurt, 1960. 31 p.

This plan set up by a committee of the Arbeitsgemeinschaft Deutscher Lehrerverbände proposes a reorganization not only of the general education system but also of vocational education.

- 41 *Die Bremer Schulen 1945-1955* (Bremen schools from 1945-55). Bremen, 1955. 66 p., annex.

Published by the Senator for Education.

- 42 *Empfehlungen und Gutachten der unabhängigen Kommission für das Hamburger Schulwesen* (Recommendations and statements of the Independent Committee for the Hamburg school system). Hamburg, 1957. 103 p.

Published by the Senate of the City, deals with primary education and the selection system for secondary education.

[See also 55.]

Structure and organization

A diagram of the German school system may be likened to a three-branched candlestick. The handle represents the basic elementary school (six years in Bremen, Hamburg, West Berlin; four years in the other *Länder*), which is common to all. Then the system divides into three branches.

The middle branch is for the boys and girls with a practical bent, who attend the upper level of elementary education until the age of 14 or 15 and then go to a part time or full time vocational school until the age of 18.

The left branch represents an intermediate type, between the upper level of elementary education and academic education. It takes the pupil until he is 16 and may be supplemented by vocational education to the age of 18.

The right branch signifies academic education in the *Gymnasium* (two types, with a seven or nine year course, with choice between classical studies, modern languages or mathematics and sciences).

After students have completed 13 years of school attendance, higher studies are open to those who have passed the *Reifeprüfung* (maturity examination) and to those who are qualified to take part time or full time vocational instruction in the Technical College.

To teach in any type of school it is necessary to pass the maturity examination and to attend a teachers' college (three years) or a university (four to five years). After either teachers' college or university training an examination must be taken in the theory of education and in the subjects which the student has chosen. Then the student teacher is sent for two or three years to a suitable school where he

does practice teaching in a working group or a seminar supervised by experienced teachers. A final examination concludes the training which opens the doors to the teaching profession.

The following are works on the school system:

- 43 CHIOT, Herbert. *Schulversuche in der Bundesrepublik Deutschland, Neue Wege und Inhalte in der Volksschule* (Experimental primary schools in the Federal Republic). Dortmund, Crüwell, 1955. 234 p.
Description of experimental work in about 200 elementary schools.
- 44 *Deutscher Hochschulführer* (Guide to German universities). Bonn, Stollfuss, 1960. 218 p.
An alphabetic listing of universities and other institutes of higher learning in the Federal Republic, with basic information on courses of study, professors, seminars and academic institutions.
- 45 *Deutscher Ingenieurschulführer* (Guide to technical colleges in Germany). Mannheim, Bibliographisches Institut, 1959. 44 p.
An alphabetic list of technical colleges, with data on curricula, length of study, etc.
- 46 D'ESPALLIER, Victor. 'Die Erziehung des Kleinkindes' (Early childhood education). In: *Pädagogik im Bild* [5], p. 136-56. Illus.
- 47 FLECKENSTEIN, Helmut. *Höhere Schulen auf neuen Wegen* (New roads for secondary academic schools). Frankfurt/M., Hirschgraben, 1958. 128 p.
A report on new forms of organization and instruction in grammar schools.
- 48 *Handbuch der Lehranstalten, Berufs- und Fachschulen sowie der Internate für das Bundesgebiet mit West-Berlin* (Handbook of schools, including vocational and technical schools, boarding schools in the Federal Republic and West Berlin). München, Wirtschaftsverlag M. Klug, 1959. 682 p.
- 49 *Lexikon der Berufsausbildung und Berufserziehung* (Encyclopaedia of vocational education and training), ed. by Robert & Hermann Wefelmeyer. Wiesbaden, Franz Steiner, 1954. 554 p.
Concise statements in alphabetical order on theory, practice and history of German vocational education, with many bibliographical notes.
- 50 PAX, Emil. *Neue Wege für die mittleren Schulen* (New ways for intermediate schools). Frankfurt/M., Diesterweg, 1958. 79 p.
- 51 REBLE, Albert. *Lehrerbildung in Deutschland* (Teacher education in Germany). Ratingen, Henn, 1958. 352 p.
A scholarly study of the development and curriculum of teacher education in the Federal Republic.

- 52 SCHNEEBERGER, Fritz. 'Heilerziehung' (Therapeutic education). In: *Pädagogik im Bild* [5], p. 377-404.
A general introduction, illustrated.
- 53 WEFELMEYER, Robert. 'Berufliche Bildung und Erziehung' (Vocational education). In: *Pädagogik im Bild* [5], p. 406-20.
A general survey, illustrated.

[See also 35-42, 55.]

Educational studies and research

Scientific works on educational theory and practice are prepared by professional or official groups as well as by private persons. As teachers in all types of schools have to take college or university training after graduation from a college or university preparatory secondary school, scientific studies and research begin in the graduate years of teacher education. The thesis written for the final examination or for the doctorate is a piece of research.

Professors of education who are obliged both to teach and to carry on research usually publish the results of their work in books or in a series of monographs. Educational associations and organizations co-operate in conducting investigations on practical problems of education.

Groups of experts organized by authorities or working as free agents deal with questions in special fields of education. We may note here:

- 54 DER DEUTSCHE WISSENSCHAFTSRAT (German Council for Higher Studies and Research)
Marienburgerstr., 8, Köln-Marienburg.
This body consists of representatives who are scholars appointed by the Federal Government and the Permanent Conference of Ministers of Education [1]. It has published:
- 55 *Empfehlungen zum Ausbau der wissenschaftlichen Hochschulen* (Recommendations for the extension of the institutes of higher studies). Tübingen, I.C.B. Mohr, 1960. 535 p.
Report criticizing the present situation of the German universities and colleges caused by the increase of students and recommending the establishment of three new universities and several new colleges. Proposes also the extension and improvement of existing universities.
- Moreover, there is an independent
- 56 HOCHSCHULE FÜR INTERNATIONALE PAEDAGOGISCHE FORSCHUNG (Institute of International Studies on Education)
Schloss-Str. 29, Frankfurt/M.
Arranges courses one year in length to teach research methods to teachers. The results are published in a series of pamphlets appearing at irregular intervals.

Four sources for locating research results and research in progress are:

- 57 *Zeitschrift für Pädagogik* (Educational journal), 1955-. Berlin. Quarterly.
Publishes from time to time a list of topics treated in final examinations or for the doctorate.
- 58 *Anthropologie und Erziehung* (Anthropology and education), ed. by O. F. Bollnow, W. Flitner and A. Nitschke. Heidelberg, Quelle & Meyer, 1959-. Monographs.
A series dealing with the problems of education.
- 59 *Pädagogische Forschungen* (Educational research), 1957-. Heidelberg, Quelle & Meyer. Irregular.
Edited by the Comenius Institute at Münster, Westphalia.
- 60 HOCHSCHULE FÜR INTERNATIONALE PÄDAGOGISCHE FORSCHUNG. *Pädagogische Forschung und pädagogische Praxis* (Educational research and educational practice). Heidelberg, Quelle & Meyer, 1958. 232 p. (Veröffentlichungen der Hochschule für Internationale Pädagogische Forschung, 1).
Includes contributions by Hans Heckel, Eugen Lemberg, Heinrich Roth, Walter Schulze and Fritz Süllwold.

Note also *Das Pädagogische Schrifttum* [6] which includes all types of educational research. See in particular chapters C, D and E.

Major works on educational theory include:

- 61 BOHLEN, Adolf. *Moderner Humanismus* (Modern humanism). Heidelberg, Quelle & Meyer, 1957. 219 p.
- 62 FREUDENTHAL, Herbert. *Volkstümliche Bildung* (Culture of the people). München, Kaiser, 1957. 200 p.
- 63 GIESE, Gerhardt. *Erziehung und Bildung in der mündigen Welt* (Education in the mature world). Göttingen, Vandenhoeck & Ruprecht, 1957. 196 p.
- 64 LITT, Theodor. *Naturwissenschaft und Menschenbildung* (Natural sciences and education for humanity), 3rd ed. Heidelberg, Quelle & Meyer, 1959. 166 p.
- 65 SCHULZE, Fritz. *Pädagogische Strömungen der Gegenwart* (Educational trends of our days). Heidelberg, Quelle & Meyer, 1958. 110 p.
- 66 SCHWARZ, Richard. *Wissenschaft und Bildung* (Science and education). Freiburg/München, Alber, 1957. 335 p.
- 67 SPRANGER, Eduard. *Pädagogische Perspektiven, Beiträge zu Erziehungsfragen der Gegenwart* (Educational perspectives, contributions to educational problems of our times). Heidelberg, Quelle & Meyer, 1956. 139 p.

- 68 WEINSTOCK, Heinrich. *Arbeit und Bildung* (Labour and education), 2nd ed. Heidelberg, Quelle & Meyer, 1956. 165 p.

Educational psychology has been treated in:

- 69 FRANZEN, Erich. *Testpsychologie. Persönlichkeits- und Charaktertests* (Test psychology. Personality and character tests). Frankfurt/M., Ullstein, 1958. 173 p.
- 70 ROTH, Heinrich. *Pädagogische Psychologie des Lehrens und Lernens* (Educational psychology of teaching and learning), 2nd ed. Berlin/Hannover/Darmstadt, Schroedel, 1958. 326 p.
- 71 STRUNZ, Kurt, ed. *Pädagogische Psychologie für Höhere Schulen* (Educational psychology for secondary academic schools). München/ Basel, Reinhardt, 1959. 536 p.

The two following works concern educational sociology:

- 72 BUSEMANN, Adolf. *Beiträge zur pädagogischen Milieukunde aus 30 Jahren* (Thirty years of contributions to educational sociology). Berlin/ Hannover/ Darmstadt, Schroedel, 1956. 256 p.
- 73 WEISS, Carl. *Abriss der pädagogischen Soziologie* (Outline of educational sociology). Bad Heilbrunn (Oberbayern), Klinkhardt, 1958. 152 p.

Some works of comparative education are given below [74-80]:

- 74 DEMANT, Hella. *Koedukation oder getrennte Erziehung? Vergleichende Untersuchung über Leistungen, Interesse, soziale Beziehungen sowie Einstellungen von Schulen und Lehrern in reinen und in Koedukationsklassen* (Co-education or single sex education? A comparative study on achievement, interest, social relations and attitudes of students and teachers in separate classes for the two sexes and in co-educational classes). Frankfurt/M., Hirschgraben, 1955. 63 p.
- 75 *Bildung und Erziehung*, 1948-. Monatsschrift für Pädagogik, mit besonderer Betonung der vergleichenden Erziehungswissenschaft, der pädagogischen Psychologie und der allgemeinen Didaktik (Monthly review of education with special emphasis on comparative education, educational psychology and general didactics). Lippstadt i. Westf., C. Jos. Laumanns. Monthly.
- 76 ESPE, Hans, ed. *Die Bedeutung der vergleichenden Erziehungswissenschaft für Lehrerschaft und Schule* (The importance of comparative studies for teachers and schools). Berlin-West, Orbis, 1956. 144 p.

- 77 HILKER, Franz. *Vergleichende Pädagogik*. Eine Einführung in ihre Geschichte, theoretische Grundlagen und praktische Anwendung (Comparative education. An introduction to its history, theoretical basis and practical value). München, Hueber, 1961. 200 p.
- 78 *Vergleichende Erziehung* (Comparative education). A series of monographs. Some, edited by Franz Hilker, are:
- 79 BLUME, W.; FRÜHBRODT, G. *Das dreizehnte Schuljahr* (The thirteenth school year). Wiesbaden, Pädagogische Arbeitsstelle, 1955. 136 p. (Vergleichende Erziehung, 4).
- 80 SCHULZ, M. *Erziehung, Schule und Staat* (Education, the school and the State). Berlin/Hannover/Darmstadt, Schroedel, 1955. 148 p. (Vergleichende Erziehung, 5).
- Survey of the paragraphs concerning education in the Constitutions of various countries throughout the world.

[See also 31.]

For findings of congresses and conferences, see the national education bibliography, *Das Pädagogische Schrifttum* [6].

Textbooks and instructional materials

In all the *Länder* the Ministries of Education publish lists of textbooks. These lists, which are usually annual, contain only works which have been officially approved. While publishers have full liberty to print textbooks, their publications are included in the official list only if they have been approved by the Ministry's textbook committee.

In most *Länder* textbooks are free to pupils. The Schulträger (school administering body) buys them from the publisher. It must provide also audio-visual aids and other teaching material.

Textbook publishers have formed an association:

- 81 VERBAND DER SCHULBUCH-VERLAGE. (Association of Textbook Publishers)
Neue Mainzer-Str., 40-42, Frankfurt/M.

Some of the best known publishers are:

A. Bagel, Düsseldorf.
Bayerischer Schulbuch-Verlag, München.
M. Diesterweg, Frankfurt/M.
C. Dümmler, Bonn.
Hirschgraben Verlag, Frankfurt/M.
Ferdinand Hirt, Kiel.

Ernst Klett, Stuttgart.
Oldenbourg, München.
Pädagogischer Verlag Schwann, Düsseldorf.
Quelle & Meyer, Heidelberg.
F. Schoeningh, Paderborn.
R. Schroedel, Berlin/Darmstadt/Hannover.
Vandenhoeck & Ruprecht, Göttingen.
Velhagen & Klasing, Bielefeld.
G. Westermann, Braunschweig.

All these textbook publishers will send catalogues on request.

Sources for locating instructional materials are found below, grouped according to the category of material: films and slides [82, 83], records [84, 85], teaching equipment [86] and laboratory equipment [87, 88].

- 82 INSTITUT FÜR FILM UND BILD
München.
- 83 INSTITUT FÜR DEN WISSENSCHAFTLICHEN FILM
Göttingen.
- 84 BÄRENREITER VERLAG
Kassel.
- 85 PÄDAGOGISCHER VERLAG SCHWANN
Düsseldorf.
- 86 *Deutscher Lehrmittelkatalog* (German teaching equipment catalogue). Steinau bei Schlüchtern, Deutscher Lehrmittelverlag.
- 87 PHYWE
Göttingen.
- 88 LEYBOLDT NACHFOLGER
Köln-Bayertal.

Education associations

Both teachers and parents are free to organize and to join education associations. Teachers usually belong to a group in which membership is open to all teachers and to a group limited to a special category (those in secondary schools, for example).

The following general teachers' associations [89, 91, 92] are of particular importance:

- 89 ARBEITSGEMEINSCHAFT DEUTSCHER LEHRERVERBÄNDE
(Union of German Teachers' Associations)
Holzhausenstr. 62, Frankfurt am Main.
Unites the Gewerkschaft Erziehung und Wissenschaft (Education and Sciences Trade Union) and the Bayerischer Lehrer- und Lehrerinnenverband (Bavarian Teacher's Association). Its members, some 105,000, belong to all types of schools. The association publishes
- 90 *Allgemeine deutsche Lehrerzeitung* (General journal for German teachers), 1949- . 22 issues annually.

- 91 GEMEINSCHAFT DEUTSCHER LEHRERVERBÄNDE (Group of German Teachers' Associations)
Auf dem Römerberg, 10, Köln-Marienburg.
This comprises eight associations.
- 92 DEUTSCHER LEHRERBUND (German Teachers' League)
Hohenstaufenring 47-51, Köln.
A subdivision of the Deutscher Beamtenbund (German League of Civil Servants), this organization, which was founded in 1951, has some 2,000 individual members. It publishes
- 93 *Lehrer und Schule* (Teacher and school), 1956- .
10-12 issues a year.

For teachers' organizations, see also *An International directory of education associations and Teachers' associations* ... [for both see International sources 2].

Parents are organized in local, regional or national groups, according to type of school or to political party.

Following is a list of organizations of lay and professional people whose purpose is to promote education in general, in special fields or in schools with special aims.

- 94 BUND DER FREIEN WALDORFSCHULEN (Association of the Free Waldorf Schools)
Haussmannstr. 44, Stuttgart.
Publishes
- 95 *Erziehungskunst* (The art of educating), 1936- .
Stuttgart. Monthly.
- 96 DEUTSCHE GESELLSCHAFT FÜR EUROPÄISCHE ERZIEHUNG (German Society for European Education)
Mühlweg 1, Falkenstein i. Taunus.
- 97 DEUTSCHE GESELLSCHAFT FÜR FREILUFTERZIEHUNG UND SCHULGESUNDHEITSPFLEGE (German Society for Open Air Education and Hygiene)
Bielefelderstr. 2, Brackewede (Westfalia).
- 98 DEUTSCHE GESELLSCHAFT FÜR GEWERBLICHES BILDUNGSWESEN (German Society for Industrial Education)
Garküche 3, Braunschweig.
It published the journal
- 99 *Archiv für Berufsbildung* (Archives for vocational education).
First appeared in 1949, but is no longer being issued.
- 100 DEUTSCHE SEKTION DES WELTBUNDES FÜR DIE ERNEUERUNG DER ERZIEHUNG (German Branch of the New Education Fellowship)
E. Reincke, Heiligenhaus bei Düsseldorf.
Publishes the journal
- 101 *Mitteilungen* (News), 1954- . Irregular.

- 102 DEUTSCHER VOLKSHOCHSCHULVERBAND (German Association for Adult Education)
Dyroffstr. 3, Bonn.
- 103 GESELLSCHAFT FÜR HEILPÄDAGOGIK (Society for Therapeutic Education)
Voss-Strasse 12, München.
- 104 VERBAND DEUTSCHER PRIVATSCHULEN (Association of Private Schools in Germany)
Uhlandstr. 38, Bad Godesberg.
Publishes
- 105 *Freie Bildung und Erziehung* (Free education and instruction), 1950- . Monthly.

For other associations, see *An International directory of education associations and Teachers' associations* ... [for both see International sources 2].

Educational journals

About one hundred and fifty educational journals are published in the Federal Republic. Most can be found, under subject headings, in *An International list of educational periodicals* [International sources 3]. However, we can add under 'Primary education':

- 106 *Neue Wege zur Unterrichtsgestaltung. Praxis der Volksschule* (New roads to organizing education. Primary schools' practice), 1950- . Bochum, F. Kamp. Monthly.
and, under 'Special education':
- 107 *Neue Blätter für Taubstummenebildung* (New sheets for education of the deaf and dumb), 1947- . Heidelberg, E. Singer. Monthly.

Note also journals above [57, 90, 93, 95, 99, 101 and 105].

Educational statistics

Educational statistics are officially compiled at two levels, the *Land* level and the federal level, in both cases with the help of the Ministries of Education and the school authorities. An agreement between the Federal Office of Statistics at Wiesbaden (Hessen) and the State Offices of Statistics apportions the various statistical tasks and avoids overlapping. The first named office is the

108 STATISTISCHES BUNDESAMT (Federal Office of Statistics)

Gustav-Stresemann-Ring, 11, Wiesbaden.
Publishes annual reports on statistical data concerning education and related problems. The most important are:

109 *Statistisches Jahrbuch für die Bundesrepublik Deutschland* (Yearbook of statistics for the Federal Republic of Germany). Stuttgart and Mainz, W. Kohlhammer, 1952-. Approx. 300 p. Annual.

Contains 24 chapters. Chapter I deals with the territory and the population, chapter II with population changes, chapter IV with churches, instruction, education and culture.

110 *Statistische Berichte* (Statistical reports). Stuttgart and Mainz, W. Kohlhammer, 1948-.

Includes several series of reports on education, usually appearing annually. The most important are

Allgemeinbildende Schulen (Schools of general education). (St B VIII/9).

Berufsbildende Schulen (Vocational education). (St B VIII/15).

Hochschulbesuch (Universities and colleges of higher education). (St B VIII/4).

Lehrernachwuchs für das Lehramt an Höheren Schulen (Recruitment of teachers for academic secondary schools). (St B VIII/4).

Lehrerbildende Anstalten und Einrichtungen (Teachers' colleges for primary education). (St B VIII/16).

The statistics of the *Länder* provide further details of the various types of educational institutions.

Education biography

Biographical information about educators can be found in *Lexikon der Berufsausbildung und Berufserziehung* [49], *Lexikon der Pädagogik* [4] and *Wörterbuch der Pädagogik* [7].

For further information on this subject, address inquiries to the Dokumentations- und Auskunftsdienst [2].

Education libraries and museums

All State, university, college and city libraries have educational departments carrying on library activities within the country and internationally. A list of libraries may be found in the

111 *Jahrbuch der deutschen Bibliotheken* (German libraries' yearbook), 1902-. Wiesbaden, Harrassowitz. Annual.

Moreover, there are a number of special libraries for education:

112 BIBLIOTHEK DES DEUTSCHEN INSTITUTS FÜR WISSENSCHAFTLICHE PÄDAGOGIK (Library of the German Institute for the Science of Education)

Neustrasse 3, Münster i. Westfalen.

113 PÄDAGOGISCHE ZENTRALBÜCHEREI DES LANDES NORDRHEIN-WESTFALEN (Central Education Library for North Rhine Westfalen)

Rheinlanddamm 203, Dortmund.

114 PÄDAGOGISCHE ZENTRALBÜCHEREI DES LANDES RHEINLAND-PFALZ (Central Education Library for Rhineland-Palatinate)

Stresemannstr. 3-5, Koblenz.

115 SÜDDEUTSCHE LEHRERBÜCHEREI (South Germany Teachers' Library)

Bavariaweg 37, München.

The following education museums should be mentioned:

116 DEUTSCHES MUSEUM (German Museum)

Museumsinsel 1, München 26.

This institution depicts the historical development of natural sciences and techniques.

117 LANDESANSTALT FÜR ERZIEHUNG UND UNTERRICHT (State Institute for Education and Instruction)

Hegelplatz 1, Stuttgart.

Inter-availability of educational resources

The following institutions operate in the field of the exchange of persons or educational materials:

118 DEUTSCHER AKADEMISCHER AUSTAUSCHDIENST (German Academic Exchange Service)

Nassestrasse 11, Bonn.

Service handling the exchange of university professors and students between the Federal Republic and foreign countries. It published

119 *The foreign student in Germany. A study guide.* Bonn, Bonner Universitätsdruckerei, 1958. 376 p.

120 CARL DUISBERG GESELLSCHAFT FÜR NACHWUCHSFÖRDERUNG (Carl Duisberg Society for the Advancement of the Rising Generation)

Kaiser-Friedrich-Ufer 41-45, Köln.

Takes care of the exchange of young technicians between the Federal Republic and other countries.

121 PÄDAGOGISCHER AUSTAUSCHDIENST (Educational Exchange Service)

Königstrasse 61, Bonn.

Deals with the exchange of teachers and secondary school pupils between the Federal Republic and foreign countries.

See also the Dokumentations- und Auskunftsdienst [2].

Information concerning works written in German on education in foreign countries may be found at the following organizations:

Dokumentations- und Auskunftsdienst [2]

122 ZENTRALSTELLE FÜR AUSLÄNDISCHES BILDUNGSWESEN (Central Bureau for Foreign Education)

Nassestr. 8, Bonn.

This chapter includes education in the former British Trusteeship Territory of Togoland, which under the trusteeship was administered along with the Colony of the Gold Coast.

In 1957, when the Gold Coast achieved dominion status, Togoland was joined with it to form the independent State of Ghana, now the Republic of Ghana.

References relating to Togoland alone, during the period of trusteeship, are listed at the end of the section [44-47].

Reference works

- 1 *Directory of the Republic of Ghana, 1960*. London, Diplomatic Press and Publishing Co., 1960.
Includes biographical section, p. 183-206; short articles on education, University College, Ibadan, the press and broadcasting and lists of booksellers, printers, and publishers.
- 2 *Publications price list, 1958-*. Accra, Government Printer. Quarterly.
- 3 CARDINALL, A. W. *Bibliography of the Gold Coast*. Accra, Government Printer, 1931. xix, 384 p.
- 4 KUMASI COLLEGE OF TECHNOLOGY. *Bibliography of Ghana, 1957-1959*, compiled by G. M. Pitcher. 1960. 177 p. Cyclostyled.
Education, p. 67-78; libraries and reading, p. 141-2; biography p. 34-48. Classified with an author and title index; includes books and journal articles; limited to the holdings of the library between 1957 and 1959.
- 5 *Universitas, 1953-*. Legon. 3 issues a year.
Published by the University College of Ghana; contains a bibliography of Ghana.
- 6 MCWILLIAM, H. O. A. *Development of education in Ghana*. London, Longmans, 1959. xiii, 114 p.
An outline of the formal education system, traced historically to the attainment of independence in 1957. Compiled chiefly for teachers in training, but also for administrators, councillors, taxpayers, and others interested in education. Short reading list (p. 110) on history and background of education in Ghana, and many useful footnotes referring to official reports and specialized publications.

See also United Kingdom Territories, general, and particularly

HAILEY, W. M. *African survey* [United Kingdom African territories, general, 3].

Legislative and policy documentation

Legislation

- 7 *Laws, including subsidiary legislation*. Accra, Government Printer, 1951. 5 vols.

———. *Supplement, 1951-54*. 2 vols.

———. 1954. (Issued as vol. 6-9 of original work.)

- 8 *Annual volume of ordinances and acts, 1955-*. Accra, Government Printer.
- 9 *Subsidiary legislation, 1955-*. Accra, Government Printer.
- 10 *Education ordinance (Colony and Ashanti), 1925*.
- 11 *Education ordinance (Northern Territories), 1927*.

A new ordinance is in preparation. These earlier ordinances are concerned with the raising of the standards of teachers, based on Guggisberg's sixteen principles. See p. 53 in *Development of education in Ghana* [6].

Policy

- 12 UNITED KINGDOM. COLONIAL OFFICE. *Report of the Commission on Higher Education in West Africa*. London, HMSO, 1945. viii, 190 p. (Cmd. 6655). Elliott report.
- 13 GOLD COAST. *Report of the Education Committee, 1937-41*. Accra, Government Printer, 1942. ii, 32 p.
By a committee appointed to examine the existing system of education and to make recommendations for its improvement.
- 14 ——. *Report of the committee appointed to examine the grant-in-aid system for educational institutions*. Accra, Government Printer, 1950. 43 p. (No. 7 of 1950).
- 15 ——. *Accelerated development plan for education, 1951*. Accra, Government Printer, 1951. 23 p.
Embodies Government policy, including policy for Togoland. [For comment, see 6, 18.]
- 16 ——. DEPARTMENT OF SOCIAL WELFARE. *Plan for mass literacy and mass education*. Accra, Government Printer, 1951. 44 p.
- 17 ——. *Report of the committee set up to review the salaries and conditions of service of non-government teachers*. Accra, Government Printer, 1952. 27 p.
- 18 ——. EDUCATION DEPARTMENT. *Progress of education in the Gold Coast*. Accra, Government Printer, 1953. 20 p.
A survey of the progress of the accelerated development plan.
- 19 ——. *Welfare and mass education in the Gold Coast, 1946-1951*. Accra, Government Printer, 1953. 92 p.
- 20 ——. *Report on the use of English as the medium of instruction in Gold Coast schools*. Accra, Government Printer, 1956. v, 7-74 p.

The majority report recommends the implementation of the Accelerated Development Plan whereby instruction in the primary schools is started in the vernacular, with English being taught as a new language, with a transition later in the primary course to English as the medium of instruction and special study given to the vernacular. The minority report wanted English to be the medium of instruction from the beginning.

- 21 GHANA. *Second development plan, 1959-64*. Accra, Government Printer, 1959. viii, 124 p.
Education, p. 35-41. Includes estimated and recurring costs.
Higher education in the British West African colonies [Sierra Leone 10].

Administration of the educational system

The Ministry of Education is responsible for all schools and institutions. The Minister is advised by the Central Advisory Committee on Education and by the District Education Committees.

The Central Advisory Committee sets up sub-committees of its own members, and others with special knowledge, to consider particular aspects of education, e.g., textbooks, agricultural education.

- 22 NATIONAL TEACHER TRAINING COUNCIL OF GHANA
The Secretary, Institute of Education, University College of Ghana, Legon.
Established in 1958, this council is responsible to the Minister for all forms of teacher training under his control. It absorbed the earlier Conference of Training College Principals.

Regarding administration, the following reports may be consulted:

- 23 GHANA. MINISTRY OF EDUCATION. *Annual report, 1956-*. Accra, Government Printer.

Preceded by:

GOLD COAST. EDUCATION DEPARTMENT. *Annual report, 1944/45-1954/55*.

- 24 UNIVERSITY COLLEGE OF GHANA. *Annual reports of the Principal, 1952/53-*. Edinburgh, Nelson.

Structure and organization

The structure of the educational system is outlined in the *World survey of education* [International sources 8]. Briefly, there is a six-year basic primary course, free but not yet compulsory, and a four-year middle course.

The Common Entrance examination of the West African Examinations Council is taken at the end of the second year of the middle course and a satisfactory rating gives admission to a secondary school.

At the end of the secondary course the pupils take the West African School Certificate examination. Success in this leads to a teacher training college, or to the Kumasi College of Arts, Science and Technology. Entrance to the University College of Ghana needs passes in two or three subjects at this examination at the higher level.

- 25 UNIVERSITY COLLEGE OF GHANA
Legon, Ghana, West Africa.
An autonomous body established as University of the Gold Coast, 1948, renamed in 1957. For its special relationship with the University of London, see *Commonwealth universities year-book* [International sources 1].
- 26 KUMASI COLLEGE OF ARTS, SCIENCE AND TECHNOLOGY
Private Post Bag, Kumasi, Ashanti.
An autonomous institution, established in 1952. Publishes a *Calendar*.
- 27 WEST AFRICAN EXAMINATIONS COUNCIL
College Oval, PO Box 917, Accra; also 41 Gordon Square, London.
Established in 1952 as an independent examining authority, serving Ghana, Sierra Leone, Gambia and Nigeria. From 1954 began to take over the running of the West African School Certificate examination. In addition to organizing common examinations of this type for all four countries, the council also organizes special examinations as needed, including now the training college entrance and qualifying examinations for teachers in Ghana. It publishes
- 28 WEST AFRICAN EXAMINATIONS COUNCIL. *Annual report, 1952/53-*. London, Oxford University Press, 1952/53, published by Government Printing Department, Accra.

See also *Secondary technical . . . education . . .* [Brazil 44].

Educational studies and research

- 29 INSTITUTE OF EDUCATION
University College of Ghana, Legon
The institute has been engaged in personnel selection which will eventually lead to a central testing unit and a national institute of industrial or occupational psychology. Its publications include its *Annual report*, the *Gold Coast teachers' journal*, 1952-55 [39] and
- INSTITUTE OF EDUCATION. CHILD DEVELOPMENT RESEARCH UNIT. *Annual reports, 1961-*
- KAYE, B. *Child training in Ghana*. 1960. (Child development Monograph 1).
- TAYLOR, A. *Selection for technical training and semi-skilled occupations*. 1958.
- 30 UNION OF TEACHERS AND EDUCATIONAL WORKERS
PO Box 209, Accra.

Research by the union includes work on salary negotiating machinery in West African territories; the collection of more accurate data on health schemes for schoolchildren in Ghana and other African countries; teaching material about the United Nations and the Specialized Agencies.

[See also 38.]

Much of the research in the field of African studies is of significance in education. Of particular interest for Ghana is the work of the International African Institute [United Kingdom African territories, general, 4], and the School of Oriental and African studies [United Kingdom territories, general, 36]. Both these bodies receive some financial support from the Government of Ghana.

Textbooks and instructional materials

Some textbooks in both English and the vernacular languages have been published as the result of work on subject teaching methods carried out at the Institute of Education [29].

Textbooks published in the United Kingdom may be found through the references in the section on textbooks in the chapter on United Kingdom territories, general.

Textbooks, teaching notes, syllabuses, etc., are also prepared and issued by the Primary Branch of the Ministry of Education, with the object of co-ordinating education in the various regions, e.g.,

English conversation for primary schools (195?). 76 p.

Geography for the upper primary school [1960]. 44 p. Includes lists of useful class library books.

Ghana teachers' journal [39] is also edited in the Office of the Primary Branch of the Ministry.

- 31 GHANA. MINISTRY OF EDUCATION. *First seminar on the writing of school textbooks for Ghana, Accra, June 9th and 10th 1959*. Accra, Bureau of Ghana Languages, 1959. 64 p. Processed.

- 32 ——. *List of recommended text-books and school materials, 1960/61*. Accra, Government Printer, 1960. 35 p.

The Vernacular Literature Board was established in 1950 (Ordinance 27 of 1950) to develop a programme for the printing and publishing of vernacular literature. It set up as a publishing agency the Vernacular Literature Bureau, which later became the Bureau of Ghana Languages, under the Ministry of Information and Broadcasting.

- 33 VERNACULAR LITERATURE BOARD. *Annual report, 1951/52*. Accra.

- 34 GRIFFIN, Ella. *Study of reading habits of adults in Ashanti, Southern Ghana, and Trans-Volta Togoland*. Accra, Bureau of Ghana Languages, 1959. 95 p.

A survey designed to provide information for the development of the Bureau's programme.

Education associations

See list in *Teachers' associations* ... [International sources 2]. In addition, there is

- 35 PEOPLE'S EDUCATIONAL ASSOCIATION
Extra Mural Department, University College of Ghana, Legon.

This is the association through which the Extra Mural Department of University College works. It is a voluntary, national organization of adult extra mural students. Publishes an annual report.

The following subject associations are also of interest to teachers:

- 36 HISTORICAL SOCIETY OF GHANA
University College of Ghana, Legon.
Holds annual conferences and publishes its *Transactions* twice a year.
- 37 WEST AFRICAN SCIENCE ASSOCIATION
University College, Ibadan, Nigeria. (Founded 1953.)

Membership extends over 15 countries of West Africa. Meetings are held regularly at University College of Ghana, and reports, papers, etc., are published in the *Journal of the West African Science Association*, which each member receives. Members of affiliated associations are automatically members of the West African Science Association, and receive its journal. See Science Association of Nigeria [Nigeria 89].

Educational journals

- 38 *Ghana teacher*, 1959-. Accra. 3 issues a year.
Journal of the Union of Teachers and Educational Workers.
- 39 *Ghana teachers' journal*, 1952-. London, Nelson.
Quarterly.

Published for the Ministry of Education; successor to *Teachers' journal*, later entitled *Gold Coast education*, which ceased publication in 1939. Published between 1952 and 1955 by the Institute of Education under the title *Gold Coast teachers' journal*.

West African journal of education [United Kingdom African territories, general, 25].

Contains a good deal of material of particular interest to Ghana.

See also *International list of educational periodicals* [International sources 3].

Educational statistics

- 40 GOVERNMENT STATISTICIAN. *Educational statistics*, 1954- . Accra. Annual.
- 41 *Digest of statistics*, no. 1, April 1952- . Accra, 1952- . Quarterly.
Issued by the Office of the Government Statistician.

[See also 23.]

Education libraries and museums

- 42 THE GHANA LIBRARY BOARD
PO Box 663, Accra.
Established as an independent body in 1949, with responsibility for Public Library Services, provides a service for teachers through its travelling vans and postal service. It publishes
- GHANA LIBRARY BOARD. *Annual report*, 1951- . Accra.
- Teachers also make use of the libraries of the teachers' colleges, most of which lend books by post to former students.
- 43 GHANA MUSEUM AND MONUMENTS BOARD
This board was established by Ordinance in 1957 and the museum collection was housed in the new National Museum in the same year.

The following references concern the period when Togoland was under trusteeship:

- 44 UNITED NATIONS. VISITING MISSION TO THE TRUST TERRITORIES OF TOGOLAND, 1955. *Report on Togoland under British administration together with related documents*. New York, 1956. 35 p. (T/1277).
- 45 UNITED KINGDOM. *Report... to the General Assembly of the United Nations on Togoland under United Kingdom administration* [1945-]. London, HMSO. Annual.
Bibliography in *Report*, 1952, appendix xxiv.
- 46 GOLD COAST. EDUCATION DEPARTMENT. *Education in Trans-Volta Togoland*. [Accra, Government Printer], 1955. 16 p.
- 47 ——. *Education ordinances and rules* [1954].
Cap. 121 for the Southern Section, Cap. 122 for the Northern Section.

Education policy in the Togoland region is formulated by the Ghana Ministry of Education. There is a Central Advisory Committee on Education which is composed of representatives from the Education Department, non-government agencies, i.e. missions and churches, the Ghana Teachers' Union, members of the community with special interest in education. One member looks after women's and girls' education.

Each district has its own District Education Committee which advises on local problems.

The administration in the Southern Section is the responsibility of an Assistant Director of Education. The Northern Section is administered as an integral part of the Northern Territories of Ghana.

Tuition is free in aided primary schools, but is not compulsory.

The primary schools provide a six-year course which can be started at the age of 6. At the age of 11 or 12 children go to a four-year course in a middle school. Entry to a secondary school is from the top of the primary course at the age of 12, or from the middle course at the age of 14-16. The facilities for higher education in Ghana are available on equal terms to the inhabitants of Togoland.

There is as yet no national centre of educational documentation in Greece.

Reference works

The major encyclopaedias and dictionaries are:

- 1 *Megalē ellēnikē enguklopaideia*¹ (Great Hellenic encyclopaedia). Athēnai, Pursos, 1926-34. 24 vols.
Here may be found information on every sphere of knowledge: science, literature, history, the arts and biographies of outstanding persons.
- 2 *Enguklopaidikon lexikon* (Encyclopaedic dictionary). Athēnai, Elefteroudakēs, 1926-1932. 12 vols.
- 3 *Neōteron enguklopaidikon lexikon* (New encyclopaedic dictionary). Athēnai, Ēlios, 1957. 18 vols.
The contents of the above two works are similar to *Megalē ellēnikē enguklopaideia* [1] in nature, but are briefer.

A bibliography for education is

- 4 ZAMPETAKĒS, Emmanouēl. *Bibliographie pédagogique*. Ērakleion, Krētēs, Kalokairinos, 1953. 120 p.
This educational bibliography, prepared by the head of the Teacher Training College, contains the principal works of education published in Greece before 1953.

Reference may be made also to the following general bibliography:

- 5 *Bulletin analytique de bibliographie hellénique*, 1946- . Athènes, Institut Français d'Athènes, 1947- . Annual at present.

An annotated classified bibliography of books published in Greece.

Legislative and policy documentation; administration

The legal bases of education were laid by Article 16 of the Greek Constitution (12 January 1952).

All educational establishments, both public and private, are under the control of the Ministry of Education. This Ministry includes three directorates-general—religion, vocational education and general education—and a few other directorates—school buildings, letters and fine arts, higher education. The directorate-general of general education includes directorates of primary education, secondary education, private education, physical education, textbooks, school health and the section of adult education.

Moreover, within the Ministry there is a Higher Council for Education, containing (a) an administrative council for teachers, and (b) a council for educational planning.

Primary education

For primary education Greece has 150 districts, each directed by a primary inspector. Together with a magistrate and a teacher, primary inspectors of each department are members of the Peripheral Administrative Council for Primary Education. This council decides in the first instance transfers, promotions and disciplinary action affecting teachers.

Primary inspectors are under the Inspectors General of primary education, who are assigned to different districts. The inspector general of primary education, with the primary inspectors of his place of residence, together with a magistrate and a teacher, are members of the Peripheral Higher Administrative Council for Primary Education. This council decides in the second instance on transfers, promotions and disciplinary matters.

Secondary education

The country is divided into 24 districts, each of which is administered by an inspector-general for secondary schools. A peripheral administrative council of secondary education assists each inspector. Members of this council are the inspector-general, a magistrate and a representative secondary school teacher. The council decides in the first instance transfers, promotions and disciplinary action concerning teachers.

Organic texts in force

Decree of 1 September 1913 on time-tables and study plans of primary schools; modified by Decrees of 12 April 1919, 25 November 1919, 4 June/16 July 1934, Decree-law 1461/42 and 57.

Decree of 18/21 November 1929 on enrolments, school attendance and examinations of primary school pupils, modified by the Decree of 22 June/6 July 1940.

Law 4397/1929 on the organization of primary education, modified by Laws 252/1930, 6040/1934, 1297/1938 and by Decree-law 1461/1942.

Law 5019/1931 on school treasuries, modified by Law 1850/1939.

Decree-law 953/1937 on Pedagogical Academies (teacher training institutions), modified by Decree-law 2702/1953.

Law 2545/1940 on private schools and boarding schools.

1. For transliteration of Greek into Latin characters, the Second Draft ISO Recommendation, no. 315, of October 1960 has been used.

Law 1811/1951, called the Code on the status of civil administrative officials.

Law 3094/1954 on the fight against illiteracy.

Law 3200/1955 on administrative decentralization, modified by Decree-law 3620/1956.

Decree-law 3379/1955, regarding those engaged in public instruction.

Decree of 20 June/8 July 1955 on enrolments, punishments and examinations of secondary school pupils, modified by the Decree of 31 August/26 September 1957.

Decree of 28 February 1956/23 January 1957 on appointment of teachers.

Decree of 12/25 June 1958 on the composition of the Administrative Councils (mentioned above) and the method of promoting and transferring teachers, together with procedures to follow in disciplinary cases.

Decree-law 3971/1959 on technical and vocational education, the organization of secondary education and the administration of education.

Decree-law 3973/1959 on the unification and co-ordination of vocational training.

An official committee is entrusted with the codification of educational legislation. In the meanwhile, the following may be consulted:

- 6 *Ekpaidentikē nomothesia* (Legislation of education), 1952-. Athēnai. Monthly.

Structure and organization

The educational system has the following levels:

Pre-primary education, children's homes (optional) for children from 4 to 6 years of age.

Primary education (compulsory) for children from 6 to 12. All primary schools are coeducational.

Secondary education (optional) for young people from 12 to 18 years of age. There are separate secondary schools for boys and for girls.

Technical education at the secondary level.

Higher education. To this level belong the teachers' colleges for primary school teachers and any special education or institution (military schools, etc.).

University institutions (the universities, the polytechnical school, etc.).

Pupils reach higher levels by examination.

Following is a short bibliography of general works on education and for teacher education, works on special education, etc.

- 7 EXARHOPOULOS, Nikolaos. *Eisagōgē eis tēn paidagōgikēn* (Initiation to pedagogy), 4th ed. Athēnai, P. & D. Dēmētrakou, 1953. 2 vols.
The author was professor of education at the University of Athens.
- 8 ——. *Genikē didaktikē* (General didactics). Athēnai, P. & D. Dēmētrakou, 1946. 2 vols.
- 9 KALLIAFAS, Spuridōn. *Epitomos genikē paidagōgikē* (Abridged general pedagogy). Athēnai, Drouca Konsola, 1958. 184 p.
By a professor of education at the university.
- 10 MELANITĒS, Nikolaos. *Ē enoia tēs paidagōgikēs* (Apprenticeships). Athēnai, André Siderēs, 1959. 359 p.
- 11 ——. *Therapeutikē paidagōgikē* (Corrective education). Athēnai, André Siderēs, 1960. 148 p.
- 12 MŌRAITĒS, Dēmētrios. *Istoria tēs paidagōgikēs* (History of education), 3rd ed. Athēnai, Frères Siderēs, 1953. 328 p.
- 13 PALAIOLOGOS, Geōrgios. *Genikē paidagōgikē* (General pedagogy), 2nd ed. Athēnai, Frères Siderēs, 1959. 410 p.

Educational studies and research

While there is no national centre for educational research and experimentation, there are two education laboratories at the University of Athens: a laboratory of experimental pedagogy [43] and a laboratory of applied pedagogy:

- 14 ERGASTERIOU EFĒRMOSMENĒS PAIDAGŌGIKĒS odos 57 Solonos, Athēnai.

Following are some works prepared concerning results of research carried out at those addresses:

- 15 *Epistēmōnikai ereunai—1949-1956* (Scientific research from 1949-1956). Athēnai, 1957. 113 p.
Published by the laboratory of experimental pedagogy; describes research carried on in that establishment under Professor Spuridōn Kalliafas.
- 16 EXARHOPOULOS, N. *Sōmatologia tou paidos* (Study of the child's body). Athēnai, P. & D. Dēmētrakou, 1928. 445 p.
Contains the result of research on the physical growth of Greek children at different ages.
- 17 ——. *Psuhikai diaforai tōn paidōn kai diagnōsis autōn* (Psychic differences in children and the diagnosis). Athēnai, P. & D. Dēmētrakou, 1932. 526 p.

Research into the psychic and intellectual differences in Greek children.

- 18 MARKANTONĒS, Iōannēs. *Shesis sholikēs epidoseos kai diakriseōs en tē koinōnia tōn ellēnōn apofoitōn gymnasiou* (The connexion between the school work of gymnasium graduates in Greece and their success in life). Athēnai, 1960. 240 p.

A doctoral thesis published by the Laboratory of Experimental Pedagogy.

- 19 MELANITĒS, Nicolaos. *Prosōpikotēs kai haractēr* (Personality and character). Athēnai, André Vartsou, 1952. 295 p.

- 20 PIPINELĒ-POTAMIANOU. *Ta aitia tēs antikoinōnikēs sumperiforas tōn ellēnōn neōn* (The causes of anti-social behaviour of young people in Greece). Athēnai, Kakoulidēs, 1959. 145 p.

A work of educational sociology. Mrs. Pipinelē-Potamianou endeavours to provide an answer regarding anti-social behaviour of young Greeks.

- 21 SPETSIERĒS, Kōnstantinos. *Psuhologikai kai koinōnikai proūpotheseis organōseōs tēs ellēnikēs paideias* (Psychological and social conditions for the organization of education in Greece). Athēnai, 1958-59. 70 p.

Reprinted by the yearbook of the Laboratory of Experimental Pedagogy. A leaflet on educational theory by a professor at the university.

- 22 SPURIDŌN, Kalliafas. *Ereuna epi tou paidagōgiku problēmatos tēs genetēsious zōēs tōn ellēnōn efēbōn* (Research into the educational problem of the sexual life of adolescents in Greece). Athēnai, 1955. 110 p.

Published by the Laboratory of Experimental Psychology; psychology is applied to education.

Two other studies may be mentioned here:

- 23 BOURBERĒS, Kōnstantinos. *Klasikē paideia. Ē megalē morfōtikē agōnia tēs epohēs mas* (Classical culture. The great cultural distress of our times). Athēnai, 1957.

- 24 HARALAMBIΔĒS, Theodōros. *Ta epitaktikōtera ekpαιdeutika mas problēmata* (The most urgent problems in our education). Athēnai, P. Dēmētrakou, 1954. 125 p.

The author describes the problems arising in Greek education.

Textbooks and instructional materials

Textbooks for pupils in secondary education are published by the Ministry of Education and, in particular, by the textbook publishing house, Organismos Ekdosiōs Sholikōn Bibliōn. Some primary

school textbooks are published by this house, while others are issued through private initiative or by associations of publishers.

The major associations and publishing houses are:

- Ekdotikos Oikos Dēmētrakou, Stadiou 4, Athēnai.
Bibliopōleion tēs 'Estias' I. D. Kollaros, Athēnai.
Ekdotikos Oikos I. Kampana, Lekka 25, Athēnai.
Ekdotikos Oikos P. Patsilinakou, Panepistēmiou 47, Athēnai.
Ekdotikos Oikos 'Atlantis', Koraē 7, Athēnai.
Ekdotikos Oikos 'Promētheus', Stadiou, Athēnai.
Ekdotikos Oikos 'Tzaka-Delagrammatika', Panepistēmiou 81, Athēnai.

The same firms publish supplementary reading textbooks and print some instructional materials (maps, pictures of natural objects, etc.).

Most audio-visual equipment is imported from France, Germany, Italy, Switzerland and the United States of America.

Education associations

The following are among the principal education associations in Greece:

- 25 DIDASKALIKĒ OMOSPONDIA (Teachers' Federation)
odos Xenofōntos, 15, Athēnai.
Aims to improve schooling for the benefit of pupils and at the same time to increase the pay of teachers.
- 26 OMOSPONDIA LAITOURGŌN MESĒS EKPAIDEUSEŌS (Federation of Secondary School Teachers)
odos Ermou-Kornarou, 2, Athēnai.
This federation's objects resemble those of the Didaskalikē Omospondia [25].
- 27 PAIDAGŌGIKE ETAIREIA (Education Association)
odos Perikleous, 21, Athēnai.
Composed of the country's educators (university professors, professors of teacher training colleges, counsellors of the Ministry of Education and any persons interested in education). Aims to spread ideas on education and pedagogy through conferences, periodical publications, etc.
- 28 SULLAGOS FILON BIBLIOU (Society of Book Lovers)
Sōkratous-Ahilleōs, Athēnai.
The design of this association is to improve books used by children for spare time reading.
- 29 SUNOMOSPONDIA GONEŌN (Parents' Confederation)
Athēnai.
This federation of parents' associations helps in the collaboration between family and school in all spheres—financial, if necessary, educational, etc.

Educational journals

A considerable number of educational periodicals are published in Greece by private initiative and by education associations. An excellent source for these periodicals is the monthly bulletin (*Bulletin mensuel*) published by the Institut Français d'Athènes, Sina 25, Athens.

The principal education journals published in Greece are:

- 30 *Bibliothēkē goneōn* (Parents' library), 1949- . Athēnai. Monthly.
For the spread of that knowledge which is of use in collaboration between families and the school.
- 31 *Deltion Enōseōs Epitheōritōn Ellados* (Bulletin of the Union of Primary Inspectors of Greece), 1954- . Athēnai. Monthly.
- 32 *Deltion Hristianikēs Enōseōs Didaskalōn* (Bulletin of the Christian Teachers' Association), 1948- . Athēnai. Monthly.
- 33 *Deltion omospondias leitourgōn Mesēs ekpaideuseōs* (Bulletin of the Federation of Secondary School Teachers of Greece), 1951- . Athēnai. Bi-monthly.
- 34 *Epistēmonikon bēma tou didaskalou* (Teacher's science rostrum), 1953- . Athēnai. Monthly.
Published by the Greek Teachers' Federation [25].
- 35 *Nea agōgē* (New education), 1960- . Athēnai. Quarterly review.
- 36 *Paideia kai zōē* (Education and life), 1957- . Athēnai. Monthly.
- 37 *Promētheus* (Prometheus), 1951- . Athēnai. Bi-monthly.
- 38 *Sholeion kai zōē* (School and life), 1952- . Athēnai. Monthly.

Education biography

There are no special Greek biographical dictionaries and encyclopaedias. The sections above may be consulted, in particular that on reference works.

Reference may be made also to a volume on the life and work of the first Greek educator, Jean P. Kokōnēs:

- 39 AMARIŌTOU, Maria. *Ioānnēs P. Kokōnēs, o prōtos mas paidagōgos* (I.P. Kokōnēs, our first educator). Athēnai, 1937.

Education libraries and museums

While there are neither education libraries nor museums properly so called, the National Library and most public libraries in Athens have a certain number of volumes in the educational category. These libraries are:

- 40 ETHNIKĒ BIBLIOTHĒKĒ (National Library)
Eleftheriou Venizelon, Athēnai.
- 41 BIBLIOTHĒKĒ TĒS BOULĒS ELLĒNŌN (Library of Parliament)
Athēnai.
- 42 BIBLIOTHĒKĒ TOU UPOURGEION ETHNIKĒS PAIDEIAS (Library of the Ministry of Education)
Evangelistrias 2, Athēnai.
- 43 BIBLIOTHĒKĒ TOU ERGASTĒRIOU TĒS PEIRAMATIKĒS PAIDAGŌGIKĒS (Library of the Laboratory of Experimental Pedagogy)
odos Skoufa 43, Athēnai.
- 44 BIBLIOTHĒKĒ TĒS PAIDAGŌGIKĒS AKADĒMIAS ATHĒNŌN (Library of the Teacher Training College of Athens)
Maraslion.

There is also a library at the University Club:

- 45 BIBLIOTHĒKĒ PANEPISTĒMIAKES LESHĒS
Ippokratous 7, Athēnai.

There is no general documentation centre. The Ministry of Public Education maintains a library to provide information services for its staff.

- 1 Biblioteca, Ministerio de Educación Pública, 4ª Avenida Norte, no. 20, Guatemala.

A documentation centre with primary interests in educational psychology and student guidance has been recently established:

- 2 CENTRO DE DOCUMENTACIÓN
Consejo Técnico de Educación, Ministerio de Educación Pública, Guatemala.

Reference works

There are no encyclopaedias or dictionaries of education. A guide to new publications in the field is

- 3 *Índice bibliográfico guatemalteco*, 1951- . Guatemala. Annual.

Published by the Instituto Guatemalteco-Americano under the direction of Gonzalo Dardón Córdova. It lists, in a combined author-subject index, all publications received on legal deposit or otherwise located and identified by the editors. Periodical articles as well as monographic works are included. There is a list of current periodicals published, giving date of establishment, and, in many cases, the address of the publisher. There is also a list of publishers, printers, and booksellers in Guatemala. Numbers of the *Índice* have been published for 1951, 1952, and 1958.

- 4 *Documentación psico-pedagógica y materias afines (fichas clasificadas)*, 1960- . Guatemala. Semi-annual.

A decimal-classified catalogue of its collection issued by the Centro de Documentación [2]. No. 1 covers up to class 375, which encompasses most of the titles of educational interest. Bibliographic information is very full, and generally includes a summary of the content of the work. Although some Guatemalan imprints are listed, the majority of the titles are foreign publications, principally from Argentina, Mexico, Spain and the U.S.A. No. 2, in addition to the cards, has a 93-page bibliography on student and professional guidance by Dra. María J. Alcaraz Lledó of Madrid.

See also the *Bibliografía de Centroamérica y del Caribe and Caribbean acquisitions* [Costa Rica 4 and 5], the *Handbook of Latin American studies* [Bolivia 2] and *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

Chapter IV, articles 95 to 111, of the Constitution of 1956, and the Organic Law of Education of the same year, provide the legal bases for the educational system. The Constitution recognizes the duty of the

State to provide an education for its citizens. Freedom of instruction is guaranteed. A minimum common education is declared compulsory (the Organic Law specifies that this shall comprise the primary grades), and primary education imparted in official schools shall be at the cost of the State. Private educational centres shall be subject to State inspection. It is the obligation of the Government to conduct a campaign against illiteracy. The State shall encourage secondary education and shall maintain and increase, as far as possible, pre-vocational schools and specialized institutions of education and culture. The University of San Carlos is recognized as an autonomous institution with juridical personality.

The Organic Law defines the bases and objectives of education, provides for the internal administration and regulation of the system, and outlines the rights and duties of educational officials and teachers.

- 5 *Constitución de la República de Guatemala, decretada por la Asamblea Nacional Constituyente en 2 de febrero de 1956*. Guatemala, 1956. 136 p.

- 6 MINISTERIO DE EDUCACIÓN PÚBLICA. *Ley orgánica de educación nacional, Decreto no. 558*. Guatemala, Editorial del Ministerio de Educación Pública, 1956. 47 p.

The text of the law which was signed on 25 February, and went into effect on 27 February 1956. There is no commentary or index.

Documentation on the Law may be found in

- 7 CHAVARRIA FLORES, Manuel. *Hacia un sistema nacional de educación*. San Salvador, Masferrer, 1956. 140 p.

Contains an introductory section on the antecedents of the Organic Law, the text of the law as originally projected, and as finally passed. A bibliography of 138 items on the politics of education, legal doctrine, comparative Latin American education legislation, and comparative education in general.

The text of the Organic Law was also printed in the official gazette, *El Guatemalteco*, vol. 146, no. 73, Feb. 27, 1956, p. 753-8, and in the *Decretos y principales acuerdos* [10], vol. VI, 1956.

An interesting study examining the legal bases of the Guatemalan educational system, with particular attention to the Organic Law, is

- 8 MONSANTO, F. José. 'La base legal de la educación en Guatemala'. In: *Universidad de San Carlos* (Guatemala), XLIX, sept./dic. 1959, p. 133-48.

Pointing out that for many years the educational system functioned without an organic law, and drawing parallels with the laws of other countries, the author concludes that the Organic Law is a hindrance to the orderly administration and future

development of the system, and proposes instead the use of statutory and codified laws.

The laws, resolutions, agreements, and decrees issued currently are selected in

- 9 ASAMBLEA NACIONAL. *Recopilación de las leyes de la República de Guatemala, 1871-* . Guatemala. Annual. (Frequency has varied.)

Complete texts in chronological order of all legislative acts. There is an index by the Ministry to which the legislation pertains, under which the dispositions are listed in serial order with an indication of the subject of each. The compilation is several years behind, the 1954-55 number having been published in 1960.

Administrative acts are contained in

- 10 MINISTERIO DE GOBERNACIÓN. *Decretos y principales acuerdos, 1954-* . Guatemala, Tipografía Nacional. Quarterly.

Contains the executive decrees and agreements signed during the previous quarter. There is a chronological-numerical index. For education research, vol. VI, January/March 1956 is especially important, containing, as it does, the text of both the new Constitution and the Organic Law of Education.

The *Index to Latin American legislation* [Venezuela 20] may be consulted also for legislative material.

Administration of the educational system

Administration is centralized in the Minister of Education, who has direct supervisory and financial responsibility for all official primary and secondary schools. He is assisted by the Consejo de Educación Nacional, an advisory body vested with the authority to initiate, advise, recommend, and, in some areas, to carry out programmes on technical aspects of education. The *Consejo* draws up the official curricula for all schools. Supervision of public and private schools is by inspectors appointed by the Minister, one for each of the provinces, who function under the Department of General Education Inspection. The other principal departments are those for pre-primary and urban primary education, secondary education and teacher training, social and educational development of rural areas, and technical and vocational education.

The Minister of Education does not regularly issue an annual report.

- 11 MINISTERIO DE EDUCACIÓN PÚBLICA. *Memoria de labores del Ministro de Educación Pública.* Guatemala, Tipografía Nacional. Irregular.

Surveys the year's work of each of the administrative sections, and gives summary reports for each of the schools and cultural

establishments from the secondary level up, except for the university. The text of new legislation pertaining to education is usually included, and there is considerable statistical documentation. The report for 1955 was published in 1958.

Annual reports of Government Ministries are sometimes included in full in

- 12 PRESIDENTE. *Informe del Presidente de la República . . . al Congreso de la República al inaugurarse sus sesiones ordinarias, 1842-* . Guatemala, Tipografía Nacional. Annual.

The form and scope of the President's message vary. In some recent issues, the report of the Minister of Education comprises almost 100 pages, in others, only a five- or six-page summary of the Ministry's activities is given.

Because of the wide authority it wields and the extensive nature of its programmes, the Consejo Técnico de Educación Nacional's annual report provides much useful information on administrative aspects of education:

- 13 MINISTERIO DE EDUCACIÓN PÚBLICA. CONSEJO TÉCNICO DE EDUCACIÓN. *Informe de las actividades por el Consejo Técnico de Educación Nacional y sus dependencias.* Guatemala, 1960- . Annual. Processed.

Collects the reports of the heads of departments and sections to the directors of the council. The reports are separately paged.

Structure and organization

Pre-primary establishments of several types, from nurseries to kindergartens, are maintained by the Ministries of Labour, of Public Health and Social Welfare, and of Education. The latter is responsible for kindergartens for children of 4, 5 and 6 years. Attendance is free but not compulsory.

Urban primary schools are under the direction of the Department of Pre-primary, Primary and Normal Instruction. The programme is divided into two cycles of three years each. Rural primary schools also comprise a six-year programme, although in practice most of the schools are not yet able to offer all six of the grades stipulated by law. The rural schools were extensively reorganized in 1955 as part of a co-operative campaign to raise the level of rural education. The Ministries of Education, Public Health, Agriculture, Economy, Communications, and National Defence are the participating agencies, their activities being governed by a co-ordinating council. The administrative direction has been placed under the Department of Rural Socio-educational Development, especially created in the Ministry of Education in 1955. The programme encompasses a

wide range of formal schools, rural nuclei, demonstration programmes, and special classes for practical adult education.

The secondary school programme is of five years, divided into the three-year pre-vocational cycle and the two-year diversified cycle. Completion of the full course of five years with the baccalaureate degree enables the student to enter the university. For teachers of rural and urban primary schools, two years of specialized study beyond the pre-vocational cycle are necessary. Programmes for commercial, vocational, technical, agricultural, fine arts, and nursing education are offered in special schools with courses varying in length from two to six years on the secondary level. The National School of Agriculture is under the Minister of Agriculture, while that for nurses and social workers is the responsibility of the Minister of Public Health.

The University of San Carlos of Guatemala has eight faculties with programmes varying in length depending on the field of study and degrees sought.

- 14 GONZÁLEZ ORELLANA, Carlos. *Historia de la educación en Guatemala*. México, B. Costa-Amic, 1960. 462 p. (Colección Científico-pedagógica).

Although this history begins with the aboriginal cultures of Guatemala, part 6, 'Education during the revolutionary decade 1944-1954' (p. 314-443), provides a detailed background for the reforms which were made during the period and subsequently. There is a general bibliography on p. 446-52.

A description of the structure of the educational system, with an organization chart and summaries of official programmes, will be found in Dr. Gabriel Anzola Gómez' comparative study of Central American education [Costa Rica 47].

On Guatemala's intensive programmes of rural education, the following references are useful:

- 15 MINISTERIO DE EDUCACIÓN PÚBLICA. COMITÉ NACIONAL. *La educación rural en Guatemala*.

A survey of the background and present status of rural education. It covers administrative and technical aspects, the training of teachers, problems of school attendance, the place of the rural school in the community, the financing of the programmes, and the part played by private rural schools.

- 16 ——. DIRECCIÓN GENERAL DE DESARROLLO SOCIO-EDUCATIVO RURAL. *Memoria anual, 1956-1957*. Guatemala. Annual.

Describes the work accomplished during the previous year by the administrative division responsible for carrying out the rural education programme.

- 17 NOVEL, Joaquín. *Tres problemas de la educación rural en Guatemala*. Guatemala, Editorial del Ministerio de Educación Pública 'José de Pineda

Ibarra', 1959. 43 p. (Cuadernos del Seminario de Integración Social Guatemalteca, no. 1).

Deals with problems of educating Guatemala's large Indian-language population. The author questions the effectiveness of the government programmes of fundamental education and pleads for a less rigid approach, especially with regard to the use of Spanish as the principal language for literacy training.

- 18 SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. *Guatemala and the United States cooperate to improve education, an outline sketch of SCIDE in Guatemala*. Guatemala, SCIDE, 1958. 38 p.

A résumé of the part played by SCIDE (an agency of the Institute of Inter-American Affairs), in co-operation with the Ministry of Education and other groups, in formulating studies and programmes for rural and vocational/technical education and materially assisting in carrying them out.

On the history of the university during a critical period of reorganization and expansion, a useful report is

- 19 UNIVERSIDAD DE SAN CARLOS DE GUATEMALA. *Labores realizadas durante el periodo 1954-1958*. Guatemala, Imprenta de la Universidad, 1958. 156 p.

[See also 28 for information on the faculties of the university.]

Other special aspects of education are treated in the following:

- 20 MINISTERIO DE EDUCACIÓN PÚBLICA. DIRECCIÓN DE EDUCACIÓN VOCACIONAL Y TÉCNICA. *Plan nacional para el desarrollo y funcionamiento de la educación técnico-vocacional en Guatemala*. Guatemala, 1957. 79 p. (Publicaciones del Departamento de Producción de Material Didáctico, no. 36).

Describes the administrative structure of the Department and its programmes for industrial, commercial, agricultural, vocational and home education. Outlines the objectives of the programmes and prescribes the administrative procedures to be followed by participating offices and agencies in carrying out their duties.

Another study describing the state of technical/vocational education was prepared for the First Seminar on Vocational and Technical Education in Central America:

- 21 SEMINARIO CENTROAMERICANO DE EDUCACIÓN VOCACIONAL Y TÉCNICA. Primero, Guatemala, 1957. COMITÉ NACIONAL DE GUATEMALA. *Informe general sobre la situación actual de la educación vocacional y técnica, Guatemala*. Guatemala, Ministerio de Educación Pública, Departamento de Producción de Material Didáctico, 1957. 126 p. Processed. (Publicaciones del Departamento de Producción de Material Didáctico, no. 25).

The system of rural normal schools and the national 10-year plan for rural teacher training are described in a report prepared for the First Central American Seminar on Rural Normal Schools, held in Honduras in 1957:

- 22 MINISTERIO DE EDUCACIÓN PÚBLICA. *Informe nacional sobre programas de formación de maestros rurales*. Guatemala, 1957. 20 p. Processed.

Official programmes for primary schools are given in great detail in the following:

- 23 ——. *Programas de estudio para la escuela primaria*. Guatemala, Editorial del Ministerio de Educación Pública 'José de Pineda Ibarra', 1961. 449 p.

For the three-year secondary basic pre-vocational cycle, the official programmes have been collected in:

- 24 ——. *Programas de estudio para la escuela secundaria, ciclo prevocacional*. Guatemala, Editorial del Ministerio de Educación Pública 'José de Pineda Ibarra', 1960. 520 p.

Includes the recently reformed courses of study for mathematics, Spanish, social sciences, natural sciences, art and music, industrial arts, home economics, English, typing, and physical education.

- 25 ——. *Programas de estudios para la educación secundaria y normal correspondiente al segundo año del ciclo vocacional*. Guatemala, 1960. 56 p. Processed. Gives the experimental programmes which are to be officially adopted with necessary revisions after a period of test use in selected schools.
- 26 ——. *Programa de estudios para la educación secundaria, ciclo vocacional, ciencias naturales*. Guatemala, 1957. 58 p.

See also *Bibliografía de la educación primaria en América* [Venezuela 28].

Educational studies and research

Extensive research has been carried out within recent years on all aspects of education, but with particular attention to the pressing problem of illiteracy and programmes of rural education for raising the educational level of both the school-age population and of adults. Much attention has also been given to revision of the official programmes for the secondary level. This research has been carried out chiefly through the Ministry of Education's Technical Council, working closely with the Interamerican Cooperative Education Service and the Unesco Techni-

cal Assistance Mission. The results have been published in occasional monographs and series by the Ministry and by SCIDE. Guatemala has also been active in the seminars organized under the auspices of the Organization of Central American States, and has prepared reports for the seminars which illuminate many aspects of the educational situation in the country [e.g., 21 and 22].

[For the work of SCIDE, see 18.]

The work of the Unesco Technical Assistance Mission in studying and elaborating programmes in the training of school administrators, student counselling, adult education and the utilization of visual aids is described in

- 27 UNESCO. TECHNICAL ASSISTANCE MISSION TO GUATEMALA. *Informe de las actividades de la Misión de la Unesco en Guatemala*. Guatemala, Ministerio de Educación Pública, Dirección de Educación Vocacional y Técnica, [1957?]-. Semi-annual (irregular). Processed.

The work of the Technical Council is covered in its annual report [13]. The council began in 1958 a valuable series:

- 28 MINISTERIO DE EDUCACIÓN PÚBLICA. CONSEJO TÉCNICO DE EDUCACIÓN. DEPARTAMENTO DE ORIENTACIÓN ESCOLAR Y VOCACIONAL. *Monografías profesionales*. Guatemala, 1958-

These 15- to 30-page monographs deal with theoretical and practical matters such as audio-visual aids and classroom teaching. Numbers 9-17 are on the separate faculties and schools of the university, describing their organization, requirements for admission, degrees offered, programmes of study, etc.

Three theoretical works are:

- 29 ALCAINE LLANES, Manuel. *Principios y técnicas de la inspección escolar*. Guatemala, Ministerio de Educación Pública, 1960. Various pagings.

A treatise on the principles and methods of school inspection, originally presented by the author as a course at the Central American School for Public Administration.

- 30 LEMUS, Luis Arturo. *Teoría general de la orientación*. Guatemala, Consejo Técnico de Educación Nacional, 1959-60. 3 vols. Processed. (Publicaciones del Departamento de Producción de Material Didáctico, nos. 51, 57 and 58).

Written to provide teachers and counsellors with a theoretical and practical manual for carrying out the provisions of chapter III of the Organic Law, relating to guidance programmes. The programmes are being developed on an experimental basis in pilot projects in some municipal schools.

- 31 ZARAGOZA, José. *Tratado de psicología y pedagogía aplicadas*. Guatemala, Consejo Técnico de

Educación Nacional, Departamento de Orientación Escolar y Vocacional, 1958-1959. 3 vols.

This treatise on educational psychology is made up of two parts: vol. 1 is titled 'Gnosograma'; vol. 2 (in two parts) is titled 'Psicograma'.

The following is a report of the National Congress of Education:

- 32 CONGRESO NACIONAL DE EDUCACIÓN, Primero, Guatemala, 1955. *Memoria*. Guatemala, Ministerio de Educación Pública [1955]. 208 p.

The congress was called at the suggestion of President Castillo Armas to consider national problems of education. Its report includes the agenda, proceedings, final acts, and a roster of participants, among whom were most of Guatemala's outstanding educators. The report of the second congress (1956) was also published by the Ministry of Public Education.

See also the Central American Co-operation section in the chapter on Costa Rica, and *The Caribbean: contemporary education* [Panama 31].

Textbooks and instructional materials

Textbooks are issued by private individuals, by commercial publishers, and by the Government. Recommended texts are listed by the Technical Council on National Education in its official programmes, but their use by the teacher is not obligatory. Most of the texts presently in use are commercially produced, and many of them are importations. Textbooks are paid for by the student; as a consequence, their use, especially at the primary level, is not widespread.

The Ministry of Education has given increasing attention to the establishment of norms for the selection of official texts, and has been expanding its editorial and publication programmes in the textbook field. In 1948 the Ministry established its own press:

- 33 EDITORIAL DEL MINISTERIO DE EDUCACIÓN PÚBLICA
15 Avenida 3-30, Zona 1, Guatemala.

Produces official documents, syllabuses, pedagogical works and school texts. Among its series are the *Colección libro escolar* (Collection of school texts) and the *Colección científico-pedagógica* of manuals and treatises for teachers.

A list of other publishers and printers and their addresses is given in the *Índice bibliográfico guatemalteco* [3], but no distinction is made between textbook and other types of publishers. A somewhat older directory of publishers, indicating specialty, where known, is in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

An audio-visual centre was established in 1948:

- 34 CENTRO AUDIOVISUAL GUATEMALTECO
Consejo Técnico de Educación, Ministerio de Educación, Guatemala.

Publishes a bi-monthly bulletin and will answer requests for information on its programmes.

Education associations

Education associations may be freely formed, and they are given official recognition by the government. The largest, with numerous affiliated provincial and municipal chapters, is the Syndicate of Educational Workers.

- 35 SINDICATO DE TRABAJADORES DE LA EDUCACIÓN (STEG)
Casa del Maestro, Guatemala.

Other associations are:

- 36 ASOCIACIÓN DE MAESTROS CATÓLICOS DE GUATEMALA
7ª Avenida Norte, no. 5, Edificio de la Concepción, Guatemala.
37 FRENTE UNIDO DEL MAGISTERIO NACIONAL
12 Avenida 'B' 6-00, Zona 2, Guatemala.
38 UNIÓN NACIONAL DE EDUCADORES DE PRIMARIA
3ª Avenida 9-22, Zona 1, Guatemala.

Educational journals

Educational journals usually appear under the auspices of the Ministry of Education or of professional organizations. Most of them are published at irregular intervals. Since 1955, issues of the following journals have appeared:

- 39 *Educación informa*, 1956- . Guatemala. Monthly (irregular).
Published by the Ministry of Education.
40 *Paideia*, 1959- . Guatemala. Irregular.
Published by the Departamento de Pedagogía y Ciencias de Educación (Department of Pedagogy and Educational Sciences) of the Faculty of Humanities at the University of San Carlos.
41 *Revista del maestro*, 1946- . Guatemala. Irregular (formerly quarterly).
Published by the Ministry of Education. It contains general and technical articles, news items, administrative directives, and recent legislation pertaining to education.

A directory of current periodicals, including 15 university and secondary school student journals, may be found in the *Índice bibliográfico guatemalteco* [3].

Educational statistics

The focal point for the collecting, processing and publishing of statistics is the Departamento General de Estadística (General Bureau of Statistics), which has had a continuous existence under its present name since 1886. It came under the Ministry of Economy in 1944. Under the provisions of Article 6 of Decree no. 495 (16 December 1955), which created the reformed national statistical service, all participating government and private agencies are required by law to forward their statistics and copies of their statistical publications to the General Bureau. Educational statistics are the responsibility of the Bureau's Section of Social, Judicial and Cultural Statistics.

The Ministry of Education has its own statistical section for the co-ordination of information gathered by the ministry's departments and officers. It supplies the statistical data for the minister's annual report, and publishes an annual report of its own activities.

- 42 MINISTERIO DE ECONOMÍA. DIRECCIÓN GENERAL DE ESTADÍSTICA. OFICINA PERMANENTE DEL CENSO. *Sexto censo de población, abril 18 de 1950*. Guatemala, Imprenta Universitaria [1953]. 244 p.

Chapter IV, p. 117-44, gives the national figures obtained during the last census on the number of illiterates of 7 years and over by departments and municipalities. Chapter V, p. 145-71, is the census of persons of 7 years and over receiving and not receiving education, also by departments and municipalities.

- 43 ——. *Guatemala en cifras, 1955-*. Guatemala, 1956-. Annual.

Each issue has a section of social and cultural statistics which gives the number of official and private schools (pre-primary, urban and rural primary, night, post-primary, and industrial centres attached to primary schools) for the previous 10 years; enrolment in public and private schools by category of school; number of teachers by type of school; primary school enrolment by provinces; and examinations in primary schools for the previous year by department.

- 44 *Boletín estadístico, 1958-*. Guatemala. Bi-monthly. Supersedes the *Boletín bimestral*, *Mensaje quincenal*, and *Bole-*

tín mensual of the Dirección General de Estadística. Educational statistics are not regularly included in the bi-monthly issues. From time to time, a single number may be devoted to social and cultural statistics, including those for education, e.g., no. 9-10, September/October 1958.

- 45 MINISTERIO DE EDUCACIÓN PÚBLICA. DIRECCIÓN DE ESTADÍSTICA ESCOLAR Y ESCALAFÓN. *Informe de las labores realizadas por la Sección de Estadística Escolar durante el año. [1957?]*. Guatemala. Annual. (Publisher varies.)

The fullest collection of educational statistics regularly issued. Typical information given includes number of students concluding their studies at each level, enrolment in pre-primary and primary schools, teachers in all schools, number of schools by type, number of classrooms, monthly budget for pre-primary and primary schools, students graduated at each level of instruction. Figures are generally broken down by age, sex, establishment, and province or municipality.

See also the report of the Minister of Education [11].

A systematic work on the use of statistics in education is:

- 46 ZARAGOZÁ, José. *Estadística aplicada a la educación*, 2nd ed. Guatemala, Ministerio de Educación Pública, Consejo Técnico de Educación, Departamento de Orientación Educacional y Vocacional, 1960. 108 p.

Treats the uses of statistics, methods of collecting them, systems of processing statistical information, and graphic techniques for presentation.

Education biography

There is no biographical compilation of educators, nor is there a current national *Who's who*. Information about teachers in the official school system may be requested from the Statistics and Professional Classification section:

- 47 SECCIÓN DE ESTADÍSTICA Y ESCALAFÓN. Ministerio de Educación Pública, 4ª Avenida Norte, no. 20, Guatemala.

A documentation centre was established in 1959 with the assistance of advisors from Unesco. It maintains a small library, provides information services for the staff of the Ministry of Education, and is responsible for conducting research related to teacher training. The centre is able to provide limited information in response to outside inquiries.

- 1 CENTRE DE DOCUMENTATION ET D'ENTRAÎNEMENT PÉDAGOGIQUE

Ministère de l'Éducation Nationale, 5, rue Capois
(Champ de Mars), Port-au-Prince.
The centre publishes a journal [16].

Reference works

- 2 BISSAINTHE, Max. *Dictionnaire de bibliographie haïtienne*. Washington, Scarecrow Press, 1951. 1,052 p. The most complete retrospective bibliography on Haiti published. It covers imprints from the colonial period down to 1950. Arrangement is by broad subject with more specific subdivisions under each heading. M. Bissainthe has kept the bibliography current by publishing annual supplements in the journal *Conjonction*; unlike the main work, the annual additions include only works published in Haiti. Although entry is by author and no index is provided, the number of titles is not so long that locating those on a particular subject is unduly difficult.

Haitian imprints have been included in the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4] since the first issue for 1956. The *Handbook of Latin American studies* [Bolivia 2] also indexes and reviews books and articles on Haitian education from time to time. See also *Caribbean acquisitions* [Costa Rica 5] and *Education in Latin America: a partial bibliography* [Venezuela 6].

A most valuable source of information for education in Haiti is a detailed study done at first hand by an American educator:

- 3 DALE, George A. *Education in the Republic of Haiti*. Washington, U.S. Department of Health, Education and Welfare, Office of Education, 1959. 180 p. (Office of Education. Bulletin 1959, no. 20).

Dr. Dale, Community Education Advisor for the United States Operations Mission to Haiti, describes the socio-economic background, the organization and administration of the Ministry of Education, the systems of teacher training, primary, elementary, secondary, vocational, adult, higher and special education, and technical assistance by international and foreign agencies. There is an appendix with summary courses of study, and a selection of decrees, laws and regulations in force. Much of the author's presentation is based on unpublished information supplied by government officials. There is no bibliography, but the footnote citations constitute a useful guide to the scarce materials available on education in Haiti.

Legislative and policy documentation

The Constitution promulgated in December of 1957, shortly after President Duvalier took office, contains two general articles pertaining to education under Title X. Article 166 states that education is an essential attribute of the State, which organizes the educational system and creates the requisite agencies and services. Article 167 declares that a basic education is compulsory and shall be at the cost of the State. The extent of this obligation in terms of age or educational level is not specified, but chapter II, art. 12 of Decree law no. 99 (12 January 1942)—the latest ruling on the matter—puts the period of obligation at 7 to 14 years of age. Due to a complex of social, economic and political factors, the provision is not rigidly enforced.

The educational laws have not been codified since 1949 [5]. The routine administration of the educational system is based on decree laws passed by the National Assembly and executive orders issued by the President, usually on the initiative of the Minister of Education. Since these are subject to frequent change, it is somewhat difficult to determine which dispositions are in force at a given moment. The only place where the laws and regulations are regularly published is the official gazette, *Le Moniteur*. They are not currently collected or indexed in Haiti; the *Bulletin des lois et actes* has not appeared for many years.

- 4 'Constitution de la République d'Haïti, 1957.' In: *Le Moniteur*, 112^e année, no. 144, 22 Déc. 1957, p. 865-76.
- 5 DIRECTION GÉNÉRALE DE L'ÉDUCATION NATIONALE. *Règlements généraux et loi organique*. Port-au-Prince, Imprimerie de l'État, 1950. 46 p.

The text of the executive order dated 11 November 1949 on the attributes, duties, functions, rights and obligations of the personnel of the Direction Générale, and of the Law of 13 August 1947, by which the Direction was established. A number of the provisions of this 'organic law' have been modified by subsequent legislation [see above].

A useful selection of legislation currently in force is contained in an appendix of *Education in the Republic of Haiti* [3], although the date and number of the law or regulation are not supplied.

See also *Index to Latin American legislation* [Venezuela 20].

Administration and organization

Haiti's educational system is unusual in that local communities have no responsibility for the administration or financial support of schools at any level.

Education in all its aspects is under the authority of the Minister of Education, who is appointed by the President, as are all administrative officials in the Ministry. While the Minister has the power of inspection, regulation and approval over all establishments, a substantial degree of authority is delegated to private agencies which maintain schools. These may be operated by the Roman Catholic Church (*écoles congréganistes*), or by other religious or private groups. Most of the church schools, and some of the private schools, receive small monthly government subsidies. Many of the private schools are entirely dependent on tuition fees for their support. Except for adherence to a minimum official curriculum, non-public schools function more or less independently. There are no licensing requirements for private primary schools. Inspection of schools is carried out by a corps of 22 regional inspectors under the Inspector General in the Department of Primary Education.

Pre-primary education has not been developed to a great extent in Haiti. Ordinarily children enter primary school at the age of 7 to begin the official six-year programme. The school may be either urban or rural, but in either case the full six grades are sometimes not available to the student. The schools are small, with most of them having a teaching staff of fewer than five. Progress from one grade to the next is by examination—which is the same for all students, whether in public or private schools. On passing the sixth-year examination, the student obtains the Certificate of Primary Studies, which enables him to enter a secondary school.

All secondary schools are located in urban centres. Academic secondary training is given in the national *lycées* and in church and private schools. The programme is of seven years, and is divided into two cycles, the three-year grammatical and the four-year humanities course. The student may elect one of three programmes—Latin-Greek, Latin-science, and science-modern languages. The Latin-science curriculum is offered only in some non-public schools. Examinations for the *certificat de fin d'études secondaires classiques* (baccalaureate) are given at the end of the sixth and seventh years.

Vocational education presents a mixed picture in Haiti, due to the diversity of types of schools at both the primary and secondary level. Some vocational training programmes begin in the primary schools; others require the primary certificate. Of the latter type, there are many private establishments with varying requirements for admission. Most of the trade and commercial schools give a three-year

terminal course. The subjects available include book-keeping, accounting, office practice, stenography, carpentry, auto mechanics, tailoring, dressmaking, metal trades, cabinet making, shoemaking, basketry, etc. A school for hotel employees is maintained by the Ministry of Labour.

Teacher training for primary schools is given in secondary establishments which require four years of academic secondary education (six years for the E. Dubois Vocational School) and the passing of an entrance examination. The programmes are of three years' duration. The degree granted is the *diplôme de fin d'études normales* (diploma of completion of normal studies). The Rural Normal School, a joint operation of the Haitian and United States governments, is administered by the Service Coopératif Haïtiano-Américain d'Éducation Rurale (SCHAER); the programme is of four years, followed by a three-year probationary period of teaching. Teachers in the secondary system require the baccalaureate and further study at the Higher Normal School of the University of Haiti.

The University of Haiti is under the authority of the Minister of Education. Its chief administrative officer, the rector, is appointed by the President from a list of candidates submitted by the Minister of Education. The university has a governing council made up of deans and directors of the schools and faculties. It is supported almost entirely by State subvention.

Admission to the university requires the baccalaureate. Programmes of study vary according to the field of study and degree sought. The Colleges of Medicine, Pharmacy and Dentistry, and the School of Nursing, although under the authority of the Department of Public Health, are affiliated with the university.

Centres for adult education have been created in substantial numbers during the past 10 years by both the Ministries of Education and of Labour. Many of them operate at night for the benefit of working students. Literacy training is especially emphasized, and a diploma of literacy is granted to those students successfully passing an examination.

For a description of the administration, structure and organization of the educational system, see *Education in the Republic of Haiti* [3]. Current developments are summarized in the Minister's report to the *International yearbook of education* [International sources 5]. The Minister does not publish an annual report.

The fiscal allocations for the Ministry of Education are included in the national budget, which

usually appears as a special number of *Le Moniteur* in November or December:

- 6 *Budget général de l'exercice* [year]. In: *Le Moniteur* (Port-au-Prince). Annual.

Allocations for salaries of all administrative officials and teachers in the Ministry and in secondary and higher establishments are given, as are the amounts of State subventions to church and private schools. A separate section gives the amounts to be paid for services.

Some material on education is included in the annual report of the National Bank:

- 7 BANQUE NATIONALE DE LA RÉPUBLIQUE D'HAÏTI. DÉPARTEMENT FISCAL. *Rapport annuel*. Port-au-Prince, Imprimerie d'État. Annual.

This report, which is sometimes three or four years in arrears, summarizes receipts, expenditures and balances for the fiscal year in the most important sectors of the government and the national economy. Each report runs to some 150 pages and shows the sums actually spent, as against those originally allocated in the budget. Statistics relating to education are scattered throughout the report. See the table of contents, 'Dépenses par département et service'.

On special aspects of education, the following [8-10] may be consulted:

- 8 DÉPARTEMENT DE L'ÉDUCATION NATIONALE. *L'Effort du gouvernement dans le domaine de l'éducation nationale*. Port-au-Prince, Imprimerie Théodore [1956]. 192 p.

A popular presentation, liberally illustrated, of educational progress during the presidency of M. Paul Magloire. It emphasizes the advances made in fundamental education in the years 1950-55. There are also separate sections on the work of the Ministry's Audio-visual Centre, the National Museum and the National Conservatory.

- 9 MIRVILLE, Solon. *L'École primaire et la lutte contre l'analphabétisme en Haïti*. Port-au-Prince, La Phalange, 1959. 58 p.

Embodies the author's proposals for reform of the primary and secondary school programmes as a means of reducing the level of illiteracy and providing the nation with badly needed training technicians. The core of the primary course would be a first general cycle of three years, followed by a diversified cycle of four years during which the student could continue his academic studies, or specialize in vocational/technical subjects. Secondary education would comprise two similar cycles at the higher level.

- 10 PAN AMERICAN UNION. DEPARTMENT OF CULTURAL AFFAIRS. DIVISION OF EDUCATION. *Vocational education in Haiti*. Washington, 1952. 187 p. (Vocational Education, series N, no. 11).

This surveys the background and situation of vocational education, with detailed information on the types of training available and the programmes offered. Since the programmes have changed little in the past few years, much of the information is still of practical use.

The following deals with education in general in Haiti:

- 11 'Problèmes de l'enseignement en Haïti'. In: *Optique* (Port-au-Prince), no. 22, déc. 1955, p. 5-80.

This special number of a general cultural journal is devoted to current educational problems in the fields of primary, secondary and higher education, teacher training, the situation of the practising teacher, and problems of language instruction. The articles are by various Haitian educators.

See also *Bibliografía de la educación primaria . . .* [Venezuela 28] and *The Caribbean: contemporary education* [Panama 31].

Textbooks and instructional materials

Budgetary limitations of the Government, coupled with a low national *per capita* income, have served to inhibit the wide use of textbooks in the educational system. At the primary level textbooks are virtually unknown. All those used by the student must be purchased at his own expense.

Textbooks in use at the higher level are privately written and produced. Since Haitian academic education is modelled closely on that of France, many of the texts are imported. Occasionally they are adapted to meet local conditions. The Government exercises little supervision over the production, distribution or selection of texts, and schools have great autonomy in choosing instructional materials. In late 1959 the Minister of Education appointed a special committee to study the problem of textbooks and charged it with the responsibility of drawing up norms of suitability, encouraging teachers to prepare new textbooks geared to school needs, and investigating means of making books available cheaply to students.

There is no list of officially approved texts, and no locally produced guide to sources of instructional materials. A directory of printers, publishers and booksellers in Haiti will be found in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

An audio-visual centre with a permanent staff of six administrative and professional employees has been in operation for several years:

- 12 CENTRE AUDIOVISUEL
Ministère de l'Éducation Nationale, 5, rue de Capois (Champ de Mars), Port-au-Prince.
[See 8 for a report of its activities.]

Education associations

Education associations may be freely formed. They are not numerous, and due to the dispersion of population in rural areas and the relatively small size of the urban centres, the active associations are organized on a national basis.

- 13 UNION NATIONALE DES INSTITUTEURS HAÏTIENS
Maison de l'Instituteur, rue Oswald Durand, Port-au-Prince.
- 14 SYNDICAT DES ENSEIGNANTS SECONDAIRES DE HAÏTI
Lycée A. Pétion, Port-au-Prince.
- 15 UNION NATIONALE DES MEMBRES DE L'ENSEIGNEMENT SECONDAIRE
Collège Jean-Jacques Dessalines, avenue York Brown, Port-au-Prince.

Educational journals

A list of journals will be found in the *International list of educational periodicals* [International sources 3]. To this should be added the following:

- 16 *Éducation; revue mensuelle du Centre de Documentation et d'Entraînement Pédagogique*, 1959- . Port-au-Prince. Monthly (irregular).
- 17 *Revue d'éducation rurale*, 1956- . Port-au-Prince. Irregular.

Educational statistics

The statistical activities of the Government are centralized in the Institut Haïtien de Statistique, under the Ministry of Economy. Information is supplied to it by various public and private agencies for publication in its bulletin and occasional publications:

- 18 *Bulletin trimestriel de statistique*, 1951- . Port-au-Prince. Quarterly.

Each number has a five- to ten-page section of educational statistics. Usually it gives figures on enrolment and average attendance by sex in each type of public and private school at each educational level for each month of the previous quarter. From time to time there are also figures on number of schools by type and district, and results of examinations. There is always a section of special studies. Some important studies relating to education are noted below.

- 19 'Évolution et caractères de l'enseignement primaire haïtien'. In: *Bulletin trimestriel de statistique* (Port-au-Prince), no. 22, sept. 1956, p. 7-37; no. 23, déc. 1956, p. 7-50.

This preliminary study, published in two parts, comprises a detailed statistical investigation of enrolment and average attendance in primary schools, characteristics of the school-age population, tendencies in school development, and characteristics of the teaching force. The tables are accompanied by an interpretative commentary.

'Évolution et caractères de l'enseignement primaire haïtien, deuxième étude'. In: *Bulletin trimestriel de statistique* (Port-au-Prince), no. 25, juin 1957, p. 7-36; no. 26, sept. 1957, p. 7-22.

Based on the results of the foregoing, this continuation gives special attention to illiteracy and its economic consequences, implications of examinations and student withdrawals, and administrative aspects of the educational system. A summary and recommendations conclude the work.

- 20 'La promotion dans les écoles primaires urbaines, laïques et congréganistes, en 1957-1958'. In: *Bulletin trimestriel de statistique* (Port-au-Prince), no. 30/32, mars 1959, p. 7-27.

A statistical and interpretive study of student promotions from one grade to the next in pre-primary and primary schools. Figures are given for enrolment at each level, numbers and percentages of students promoted and students dropping out of school. Among the recommendations proceeding from the study are the creation of a national council for education to study technical problems of teaching and a more stringent system of school inspection to enforce higher standards of instruction and school supervision.

The official title of the government department entrusted with education in Honduras is the *Secretariado de Estado en el Despacho de Educación Pública*, whose head is the *Ministro de Educación Pública*. At various times it has been referred to, and occasionally still is, as the *Secretaría de Educación Pública*, *Ministerio de Educación*, and other variants. For the sake of convenience, in this chapter it will be referred to as the Ministry of Education.

Under the *Consejo Técnico de Educación*, an advisory appointive body, is a documentation centre whose function is to provide information services for the council, the Minister and his staff, and the interested public at large.

1 CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN PEDAGÓGICA

Consejo Técnico de Educación, Ministerio de Educación Pública, Tegucigalpa.

Reference works

There is no education bibliography at present, but the Centro de Información y Documentación Pedagógica [1] is currently preparing one for the years 1950-60. Information may be requested from the centre.

Honduras has no current national bibliography. A small selection of the total annual output of books may be found under the appropriate subject headings in the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4]. The difficult task of locating new publications and forwarding the information to the editors of the *Bibliografía* has been assumed, since 1958, by Dr. Jorge Fidel Durón, at one time Minister of Education, who has also served as rector of the university. Dr. Durón also contributes a résumé of recent books to the

2 *Honduras rotaria*. Monthly.

The résumé of recent books, 'Libros del año', usually appears in the January or February issue. In a condensed essay style it identifies and gives brief comments on the important books (generally from 30 to 40) published during the previous year. Because of the personal interests of Dr. Durón, the editor, works on education are frequently included. Regrettably, considerations of space preclude full bibliographic entries.

See also the *Handbook of Latin American studies* [Bolivia 2], *Caribbean acquisitions* [Costa Rica 5] and *Education in Latin America, a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The Constitution of 1957, under Titles IV and V, contains several provisions relating to education. Article 89 guarantees the right of education to all citizens. Articles 135 to 137 enjoin the State to provide education by the creation of the necessary technical agencies, and to maintain and increase the establishments for pre-primary, primary, and secondary schools, encompassing pre-vocational, vocational and art schools. Article 138 specifies that the technical direction of the educational system is the responsibility of the State, and that official education shall be free and secular. Primary education is compulsory, with costs to be borne by the State. Article 142 gives the Government the right of inspection and regulation of private schools. Other articles relate to the training and accreditation of teachers, and guarantee the autonomy of the University of Honduras.

3 ASAMBLEA NACIONAL CONSTITUYENTE. *Constitución de la República, decreto número 21 de la Asamblea Nacional Constituyente*. Tegucigalpa, Ariston, 1958. 225 p.

Gives the complete text. There are no commentaries or indexes.

The code of education now in force, with some revisions, is that decreed on 13 March 1947:

4 CONGRESO NACIONAL. *Código de educación pública, decretado en 1947*. Tegucigalpa, Talleres Tipográficos Nacionales, s.d. 70 p.

Reforms up to February 1953 are collected in:

5 ——. *Reformas al Código de educación pública aprobados por el poder legislativo en decretos nos. 92, 102 y 88 emitidos el 7 de marzo, 9 de marzo de 1951, y el 18 de febrero de 1953, respectivamente*. Tegucigalpa, Imprenta Soto, 1953. 14 p.

The most important of these is no. 88, which affects the provisions of 28 articles of the 1947 code.

For a good summary of retrospective legislation, see the work by Víctor F. Ardón [13].

The system of primary instruction is still governed by legislation enacted in 1928:

6 DIRECCIÓN GENERAL DE ENSEÑANZA PRIMARIA. *Reglamento general de enseñanza primaria*. Tegucigalpa, Tipografía Nacional, 1928. 211 p.

Of reforms subsequent to this, mention should be made of the following:

7 'Decreto no. 173'. In: *La Gaceta*, vol. 82, no. 16,327, 8 nov. 1957, p. 1-2.

Establishes new salary scales based on certification and length of service, and makes other provisions relating to the status of primary teachers. The Decree was based on the recommendations of the Unesco Technical Assistance Mission's *Proyecto principal no. 1* and modifies articles 6, 10 and 15 of the 1947 code. It repeals articles 22, 24, 164, 173, and 174.

The legal basis for the administration of the secondary school system is embodied in *acuerdo* 3098 of 30 June 1953:

- 8 SECRETARÍA DE EDUCACIÓN PÚBLICA. DEPARTAMENTO DE EDUCACIÓN MEDIA. *Reglamento general de educación media*, [2ª ed.]. Tegucigalpa, 1957. 145 p. Processed.

Lays down the principles and objectives governing secondary education and specifies in detail the regulations for administration, personnel requirements, system of examinations, hours, programmes, rules of attendance, etc.

The university presently functions under the provisions of the organic law decreed on 14 May 1958:

- 9 UNIVERSIDAD NACIONAL AUTÓNOMA DE HONDURAS. *Ley orgánica de la universidad*, decreto no. 170. Tegucigalpa, Universidad Nacional Autónoma de Honduras, Departamento de Extensión Cultural, s.d. 22 p. (Cuadernos universitarios, no. 3).

As with most Latin American countries, new legislation is published in the official gazette as passed. Since *La Gaceta* does not have individual or cumulative indexes, locating a specific item of legislation is not easy. More convenient access may be had through the annual compilation of laws:

- 10 CONGRESO NACIONAL. *Decretos del Congreso Nacional*. Tegucigalpa, 1896-. Annual. (Title and frequency vary.)

The texts of decrees are given in full in a chronological arrangement. There is a table of contents listing the decrees in serial order with a short title indicating the subject of the law. No subject indexes are provided.

See also *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

The supreme authority is the Minister of Education, whose duties are to organize, impart, supervise and define the content of education. He is assisted by the Technical Council on Education, a planning and advisory body appointed by the President. The council has initiative authority in all areas of education, with the exception of that pertaining to the university.

The Ministry's main administrative divisions are the Bureau of Primary Education, Bureau of Secondary Education, Physical Education Section, Professional Personnel Section, Fundamental Education Section, and the National Service for Child Nutrition and Assistance.

Salaries of primary and secondary teachers are paid by the Central Government. Local school districts are responsible for school construction and maintenance. Town and rural school districts are administered by local councils. Local communities are also responsible for public secondary schools. On the secondary level there has been a considerable development of private establishments, with some 75 per cent of all students enrolled in them and paying their tuition. Under certain conditions, the State can provide some financial support for non-denominational instruction in private schools.

School inspection is carried out by a corps of local inspectors who in turn are responsible to the 18 provincial inspectors in the Ministry's Sección de Supervisión Escolar. Among their duties is to see that the official curriculum laid down by the Ministry is carried out in both private and public schools.

The national university is an autonomous institution supported by State subvention. Tuition is free.

The best source of current information on the educational system is the annual report of the Minister:

- 11 SECRETARÍA DE EDUCACIÓN PÚBLICA. *Informe de la Secretaría de Estado en el Despacho de Educación Pública al Congreso Nacional*. Tegucigalpa, 1890-. Annual. Title, frequency and issuing body vary.)

The report for 1957 was issued in typewritten form in a limited number of copies. Since 1958, no report has been published for general distribution. Archival copies may be consulted in the Ministry of Education.

The budget for education is included in the national budget:

- 12 MINISTERIO DE HACIENDA Y CRÉDITO PÚBLICO. *Presupuesto general de egresos y ingresos para el ejercicio fiscal*. . . Tegucigalpa, 1896-. Annual. The allocations for education, by administrative office, establishment and district, constitute Title V of the budget.

Structure and organization

Private and public kindergartens are maintained for children of 4 to 7 years of age. A recommended curriculum laid down by the Ministry of Education in 1950 is followed.

Primary schools are of two main types, urban and rural. The former has six grades, although not all of the schools are able to offer the full programme. Rural schools give three years of instruction upon the completion of which the student must attend an urban school to continue his studies. Minimum programmes are also offered by a small number of two- and three-year supplementary and complementary schools, some of which operate at night or on Sunday for the convenience of working students.

After completing six years of primary school, the student may enter the five-year academic secondary school which grants the baccalaureate, or any of a number of specialized schools with programmes as follows: rural normal, four years; urban normal, five years; commercial, industrial or agricultural, five years; secretarial, three years; fine arts, two to five years depending on subject of study; art education, four years. There are, besides, special schools for telegraphy and radio-communications, aviation, and military training.

The baccalaureate is a prerequisite for entering the university, the secondary normal school, the school of social service maintained by the Ministry of Labour, the nursing school (Ministry of Public Health) and the agricultural school maintained by the United Fruit Company. The university has eight faculties and schools with programmes of varying lengths.

The following deal with the educational system in general:

- 13 ARDÓN, Víctor F. *Datos para la historia de la educación en Honduras; referencia especial a formación de maestros*. Tegucigalpa, Imprenta La República, 1957. 228 p.

Although, in the later pages of this work, the author concerns himself with aspects of teacher training, the main part of the text consists of a valuable history of legislation and other landmarks in the development of education in Honduras. Especially useful are the summaries of the four successive codes of education and of the changing official programmes of study over the years. Pages 152-69 deal with rural normal schools; the remainder of the work consists of short articles on such topics as textbooks, theories of discipline, practice classes and national educational conferences.

- 14 BARDALES B., Rafael. *La educación en Honduras*. Madrid, Oficina de Educación Ibero-Americana, Instituto de Cultura Hispánica, 1953. 54 p.
Describes the educational system from pre-primary through the university, with an added chapter on the National Literacy Campaign initiated in 1950. The author has been head of the Bureau of Primary Education of Honduras.
- 15 ——. *Nociones de historia de la educación*, 3ª ed., rev., enl. Tegucigalpa, 1957. 146 p.

Chapter VIII, p. 97-134, is entitled 'La educación en Honduras' and covers approximately the same ground as the preceding title, although brought up to date to include subsequent changes in the system.

- 16 LATORRE SALAMANCA, Gonzalo. *Educación nueva en Honduras*. Tegucigalpa, Imprenta Calderón, 1951. 262 p.

Although some of the programmes of study given in chapter IV are now out of date, this monograph is still useful for its treatment of educational theory and the application of new pedagogical techniques to meet changing educational needs in Honduras.

- 17 THOMPSON, Maury Weldon. *Education in Honduras*. Washington, U.S. Department of Health, Education and Welfare, Office of Education, 1955. 33 p. (U.S. Office of Education bulletin 1955, no. 7).

A concise and useful survey by an American educator. It is divided into three parts: background information on geographical, social and economic factors; the system of education; and programmes of study for secondary schools and the university. There is a bibliography of 25 items.

On the system in general, see also the comparative study by Anzola Gómez [Costa Rica 47] and *The Caribbean: contemporary education* [Panama 31]. For primary education, see *Bibliografía de la educación primaria en América* [Venezuela 28].

Vocational education has been described in two studies:

- 18 PAN AMERICAN UNION. DEPARTMENT OF CULTURAL AFFAIRS. DIVISION OF EDUCATION. *Vocational education in Honduras*. Washington, 1951. 109 p. (Vocational education, series N, no. 7).
- 19 MINISTERIO DE EDUCACIÓN PÚBLICA. *Informe de Honduras al Seminario Centroamericano de Educación Vocacional y Técnica, Guatemala, 1957*. Tegucigalpa, 1957. 62 p.

Because of the important part which the Servicio Cooperativo Interamericano de Educación has played in the development of rural education in Honduras during the past ten years, its annual report is a good source of information in this field:

- 20 SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. *Informe anual, 1951- . Tegucigalpa, 1952- . Annual*.
Describes SCIDE's work in curriculum revision, teacher training programmes, school construction, pilot projects, demonstration schools, etc.

For information on the National University, the following may be consulted:

- 21 DURÓN, Jorge Fidel. *La Universidad de Honduras*. Tegucigalpa, Talleres Tipográficos Nacionales, 1953. 436 p.

Contains much information of a quick reference nature on the history of the university, description and explanation of the flag and seal, summaries of legislation pertaining to the university, lists of rectors and secretaries since the early nineteenth century, directories of faculty and students, and detailed study programmes which were in effect at the time.

A concise and more recent picture of the university may be found in *Exposición comparada de las leyes orgánicas de las universidades centroamericanas* [Costa Rica 58].

- 22 HERNÁNDEZ, Ángel G. *Problemas de la educación universitaria*. Tegucigalpa, Ministerio de Educación Pública, 1956. 165 p. (Colección Ramón Rosa).

A history of the university, a description of its organization and structure, and a consideration of its role in national affairs.

Programmes of study for the various levels and types of schools are contained in the following:

- 23 DIRECCIÓN GENERAL DE EDUCACIÓN PRIMARIA. *Planes y programas de estudio para la educación primaria; escuelas parvularias, escuelas urbanas, escuelas rurales (comunes y modelo), texto completo*. Tegucigalpa, Talleres Ariston, 1951. 362 p.

Programmes and hours for pre-primary, and urban and rural primary schools. Bibliographies of texts and teaching aids are included.

- 24 DIRECCIÓN GENERAL DE EDUCACIÓN MEDIA. *Programas de educación secundaria*. Tegucigalpa, 1957. Unpaged. Processed.

Secondary school programmes as promulgated in 1953. A revision of programmes was formulated in 1959, but it is contemplated that they will not be adopted throughout the system until 1962.

- 25 DIRECCIÓN GENERAL DE EDUCACIÓN SECUNDARIA Y NORMAL. *Plan de estudios y programas de enseñanza para la educación normal urbana*. Tegucigalpa, 1952. 231 p.

Contains the programmes of study for urban normal schools, instituted by *acuerdo* no. 2198 of 19 May 1952.

- 26 SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. *Plan de estudios y programas para escuelas normales rurales, Honduras*. Tegucigalpa, 1958. 2 vols.

The programmes for rural normal schools were drawn up by the Ministry of Education and SCIDE as a co-operative project and were put into effect in 1954 under the collective title *Planes y programas de estudios para la educación primaria rural*. They are presented in five categories: health, intellectual, artistic, professional, and manual-technical education.

SCIDE has also published a manual for teachers to use in conjunction with the programmes:

- 27 ——. *Sugerencias para suplementar los 'Planes y programas de estudios para la educación primaria rural' (acuerdo no. 1824)*. Tegucigalpa, 1954. Various pagings.

Textbooks and instructional materials

Most textbooks are privately written and printed. The Ministry of Education will sometimes grant a subsidy for the publication of a meritorious and needed work. Increasing attention has been given recently to the problem of providing better textbooks in greater quantity, but the Government still exercises little supervision over the adoption of texts and, except in very needy cases, the student must pay for his own. Selection of textbooks for classroom use is usually made by teachers or headmasters. There is no officially approved list of texts regularly circulated.

The Consejo Técnico de Educación is engaged in preparing a bibliography of Honduran textbooks. Until it is published, information may be requested from the authors.

The most important publishers of textbooks are listed below.

Editorial Antúnez, San Pedro Sula.

Editorial del Ministerio de Educación, 3.^a calle, Comayagüela.

Imprenta Ariston, Barrio Abajo, 6.^a calle, entre Av. Colón y Jerez, Tegucigalpa.

Imprenta Calderón, Apartado 9, Tegucigalpa.

Imprenta La República, Tegucigalpa.

Imprenta Soto, 3.^a avenida, 2.^a calle, Comayagüela.

Librería Molino, 3.^a calle (Cervantes), Tegucigalpa.

Tipografía Nacional, 8.^a calle (Cervantes), Tegucigalpa.

Education associations

Teachers may organize freely, and local education associations exist in the larger municipalities. An association may request a charter from the Ministry of the Interior, which may grant or deny the charter after studying the constitution, statutes and by-laws of the petitioning group. If a new association wishes to affiliate with the Federación Hondureña de Maestros, it is not required to request a charter from the Government, since acceptance by the federation is officially recognized.

The largest and most active of the associations is the

- 28 FEDERACIÓN HONDUREÑA DE MAESTROS
4.^a calle, La Plazuela, Tegucigalpa.
Most of the local associations are affiliated with this. It publishes as its official organ the following journal:
- 29 *Mensajero del maestro*, 19[?]- . Tegucigalpa. Irregular.

Roman Catholic private secondary schools are members of the

- 30 FEDERACIÓN DE COLEGIOS CATÓLICOS
Colegio de San Miguel, Tegucigalpa.

Lists of education associations may be obtained from the Treasury and Secretariat of the FHM [28] or the Centro de Información y Documentación Pedagógica [1].

Educational journals

For a list of educational journals, see *An international list of educational periodicals* [International sources 3]. Most of the journals appear very irregularly. The most important of them was the

- 31 *Boletín de la Secretaría de Educación Pública*.
Began its second epoch with the number for Nov./Dec. 1956, and apparently suspended publication shortly after.

Educational statistics

The co-ordinating agency for national statistics is the General Bureau of Statistics and Census:

- 32 DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS
In the Ministry of the Interior. Assisted by an advisory body created in 1951, the Comisión Nacional de Censos y Estadísticas, on which are represented public and private agencies and institutions concerned with the collection or utilization of statistics. The Bureau publishes an annual, as well as monographic studies.

The Ministry of Education maintains its own department of school statistics:

- 33 DEPARTAMENTO DE ESTADÍSTICA ESCOLAR
Gathers information supplied by the Ministry's offices, school inspectors and local authorities and forwards it to the General Bureau of Statistics and Census for publication. The duties, powers, procedures and norms to be followed by the Department are provided for in *acuerdo* no. 283 of 21 July 1956:

- 34 SECRETARÍA DE EDUCACIÓN PÚBLICA. DEPARTAMENTO DE ESTADÍSTICA ESCOLAR. *Reglamento general de estadística escolar*, 1956. Tegucigalpa, Imprenta Cultural, 1956. 13 p.

The most important source for educational statistics is

- 35 MINISTERIO DE ECONOMÍA Y HACIENDA. DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS. *Estadísticas educacionales*, 1956- . Tegucigalpa, 1957- . Annual.

Gives the number of schools by type for each department, students enrolled at each level, teachers at each level, results of examinations, number of students graduated, number and level of withdrawals, etc. Substantially the same information is given for both the primary and secondary system.

- 36 ——. *Anuario estadístico*. Tegucigalpa. Annual.
Each number has a section on primary and secondary education giving number of schools, teachers and students enrolled in each province.

Education biography

No generally distributed source of education biography is available. Information about living educators may be requested from the Sección de Escalafón, Secretaría de Educación Pública, or, in the case of members of the Federación Hondureña de Maestros, from the treasury and secretariat of that federation [28].

For the principal education documentation centre, the Országos Pedagógiai Könyvtár, see below [94].

Reference works

- 1 *Bibliográfia a Köznevelés 'Alsótagozati oktatás-nevelés' c. mellékletében az 1954-1958. években megjelent jelentősebb cikkekről* (Bibliography of the most interesting articles published from 1954 to 1958 in 'Primary education and teaching', an appendix to the review *Köznevelés*). Budapest, Tankönyvkiadó Vállalat, 1958. 23 p.

An appendix to the review *Köznevelés*, published by the Ministry of Culture, and devoted to questions connected with the first four grades of the ordinary school system. [For subsequent years, see 7.]

- 2 JÁKI, László. *Pedagógiai szakbibliográfiák 100 éve* (A hundred years of educational bibliography). Budapest, Pedagógiai Szemle, 1959. 203 p.

Virtually complete bibliography of Hungarian bibliographies of works devoted to or touching upon education, which appeared between 1848-1958. First published as Bulletin No. 2 of the 1959 *Pedagógiai szemle* (Pedagogic review)—a periodical published by the Pedagógiai Tudományos Intézet (Institute of Educational Sciences) [43].

- 3 *A 'Köznevelés' 10 éve. 1945-1954* (Ten years of public education, 1945-1954). Budapest, Pedagógiai Tudományos Intézet, 1957. 335 p.

A full bibliography covering 10 years of the bi-monthly periodical published by the Művelődésügyi Minisztérium (Ministry of Culture). The periodical reviews current problems relating to schools and teaching. Only one index.

- 4 *Magyar folyóiratok repertóriuma, Repertorium bibliographicum periodicorum Hungaricorum*. Budapest, Országos Széchényi Könyvtár, 1946-. Supplement to the *Bibliographia hungarica* [5].

Gives a select bibliography of Hungarian scientific periodicals, classified according to the UDC.

- 5 *Magyar nemzeti bibliográfia, Bibliographia hungarica*. Budapest, Országos Széchényi Könyvtár, 1946-. Monthly.

Covers all works printed in Hungary except short pamphlets, academic works and dissertations, and Braille publications. The items are classified according to the UDC; the UDC subject heading number is quoted for each, so that an idea of the subject matter can be obtained even with no knowledge of Hungarian. Until 1959, section headings were also given in English, French and Russian. Each issue contains a cumulative index, and the final issue of the year also includes an index for the whole 12 months.

- 6 *A Magyar népművelés tíz éve. 1945-1954* (Ten years of popular education in Hungary. 1945-1954). Budapest, Fővárosi Szabó Ervin Könyvtár, 1956-57. 3 vols.

A selective bibliography of the press articles and separate publications on popular culture which appeared from 1945-54. The third volume contains the indexes.

- 7 *Magyar pedagógiai irodalom* (Hungarian educational literature). Budapest, Országos Pedagógiai Könyvtár, 1959-. Annual.

A select bibliography of articles on education, or directly connected therewith, which have appeared in Hungarian periodicals. Special subject classification. A full list of all publications dealing solely with education is given in one of the separate parts which together make up the annual publication. School textbooks are not included. A cumulative index of authors, with alphabetical list of contents, is published annually.

- 8 *Neveléstudományi Tájékoztató. A külföldi szakirodalom ismertetése* (Bulletin of educational studies. Review of foreign bibliographies dealing with education). Budapest, Országos Pedagógiai Könyvtár, 1950-.

Summary of the most important articles appearing in foreign pedagogic reviews. Until 1958 it included a bibliography of articles which had appeared in Hungarian periodicals dealing with education, and a description of separate handbooks on educational subjects. Each issue contains 500 to 600 abstracts. The table of contents is printed in Hungarian, Russian, German, French and English.

- 9 *A Pedagógiai Tudományos Intézet . . . évi munkájának bibliográfiai adatai* (Bibliography of the activity of the Institute of Educational Sciences). Budapest, Tankönyvkiadó, 1957-. Offprint.

Multilingual title—Russian, German, French, English. A bibliography of books written by the staff of the institute [43], and of studies, articles, books and periodicals on the science of education. First issued in the journal *Pedagógiai szemle* [43].

- 10 RAVASZ, János, et al. *A Magyar nevelés története a feudalizmus és a kapitalizmus korában* (History of education in Hungary under feudalism and in the capitalist era). Budapest, Tankönyvkiadó, 1960. 266 p.

The appendix gives a bibliography of Hungarian works on the history of education published between 1945 and 1959, with a summary covering the period previous to 1945, the aim being to provide a full list of the press articles and separate publications which appeared from 1945 to 15 April 1959.

- 11 *Új Magyar lexikon* (New Hungarian encyclopaedia). Budapest, Akadémiai Kiadó, 1959-. 6 vols., in the process of completion.

General encyclopaedia, providing, under the relevant headings, concise information on education and the principal educational institutions.

Legislative and policy documentation

Education is provided for through the Constitution:

- 12 *A Magyar Népköztársaság Alkotmánya* (1949. évi XX törvény) (Constitution of the People's Republic of Hungary—Act XX of 1949). Budapest, 1949 (1956).

The Organic Law of the People's Republic of Hungary. Article 48 of the Constitution states that: (a) the People's Republic of Hungary ensures the right to education of the working population; (b) it implements this right by extending universal education, by providing free compulsory education in general schools, secondary and higher education, by providing education for adult workers and by giving financial assistance to those receiving schooling of any kind.

Under the Constitution, the tasks devolving upon the State in the sphere of education are defined in the laws and decrees promulgated by the supreme organs of government and the organs of State administration. It may be well to detail the various forms of legislation. Legislation on basic questions may be in the form of a law, a decree-law, a decree of the Council of Ministers or a decision of the Council of Ministers. These various forms may be explained as follows.

A law is an act of sovereign authority promulgated by the National Assembly as the supreme organ of State power in the People's Republic of Hungary.

A decree-law is a measure promulgated by the Presidential Council of Hungary, which exercises the functions of the National Assembly, in accordance with the Constitution, between sessions of the Assembly. All decree-laws must be submitted to the National Assembly at the following session.

A decree of the Council of Ministers (governmental) is a legislative measure issued on the authority of the highest organ of the State administration and regulating important questions affecting the defence of the rights and legitimate interests of the population, upon which it confers rights or imposes obligations. A governmental decree may not contradict laws and decree-laws.

A decision of the Council of Ministers (governmental) is a legislative measure defining the policy of the State administration on specific matters for some time ahead and primarily concerning the administrative authorities. It may not infringe any act or decree-law. A governmental decision cannot amend a governmental decree unless an Act of Amendment is published.

Special questions of State administration are regulated by ministerial decrees or orders. The former comprise legal provisions which are promulgated by the Minister responsible for a particular branch of the administration and its subordinate bodies and which directly entail rights and obligations for citizens, or substantially affect their legal relations. No ministerial decree may infringe on any act, decree-law, governmental decree or other governmental decision. A Minister issues a legislative order when the matter to be regulated concerns only the bodies

under his authority. He issues an order in the form of a departmental decision in cases involving no general rule of conduct but defining the attitude on a specific point. No ministerial order may infringe any act, decree-law, governmental decree or decision, or ministerial decree.

The fundamental and important legislative texts now in force with specific reference to education are recapitulated below. First should be mentioned two collections which publish regularly legislation on education:

- 13 *Magyar közlöny* (Hungarian official journal), 1945- . Budapest, Magyar Közlöny Lapkiadó Vállalat.

The official journal of the People's Republic of Hungary.

- 14 *Művelődésügyi közlöny* (Bulletin of cultural affairs), 1957- . Budapest, Művelődésügyi Minisztérium. The official bulletin of the Ministry of Culture. Published by the Secretariat of the Ministry. Preceded by *Népművelési közlöny* (1951-57) and *Oktatásügyi közlöny* (1953-57).

Legislative texts include:

Act no. XXXIII of 1948, concerning the resumption by the State of the administration of non-State schools, the nationalization of the property of such schools, and the integration of their staff in the State school service. (Promulgated on 16 June 1948.) *Magyar közlöny*, 16 Június 1948.

By this Act, the administration of non-State schools, together with that of any apprenticeship centres and pre-primary schools connected therewith, was resumed by the State, with the sole exception of institutions providing a purely religious education. The teaching staff of the schools thus returned to State control became State employees, while the property of such establishments, being intended for public education purposes, passed into State ownership. According to this Act, the State is responsible for all education other than theological education.

Act no. III of 1953, on the care of young children. (Promulgated on 24 March 1953). *Magyar közlöny*, 24 Március 1953.

The protection of working mothers and of the family as an institution are principles laid down in the Constitution of the People's Republic of Hungary [12]. This Act deals with the care of young children of pre-primary age and their education in accordance with socialist principles. These tasks are performed by pre-primary schools and day nurseries (pre-primary schools with day nurseries, part-time day nurseries, summer day nurseries and children's homes). The Act specifies the authorities which are entitled to open and administer pre-primary schools. Only properly qualified pre-primary teachers may be employed in such schools. The schools are under the supervision of the Minister for Culture.

Ministerial Order no. 183/1958 (M.K.22.) Issued by the Minister for Culture, deals with the specific question of the establishment of pre-primary

schools for the national minorities. *Művelődésügyi közlöny*, no. 22, 1958.

Pre-primary schools for national minorities may be either (a) schools in which the language of instruction is that of the minority concerned, or (b) schools where the language of instruction is Hungarian, the minority language being taught only in clearly defined cases in which such teaching is mandatory. Authority to open a pre-primary school for a national minority must be obtained from the Education Service of the Executive Committee of the Department Council [see also 20].

Decree-law no. 15/1951, as amended by Decree-law no. 29 of 1959, on compulsory school attendance and general schools. (Promulgated on 25 July 1959.) *Magyar közlöny*, 22 Július 1959.

Requires all children over six years of age to attend a general school, where teaching is free and there are two cycles (grades 1 to 4 and grades 4 to 8), for a period of nine school years. The Decree-law specifies that teaching shall be given in Hungarian, but makes provision for pupils belonging to a national minority either to be taught in their mother tongue, or to study that language as a compulsory subject. Only holders of a primary or secondary school teacher's diploma may teach in general schools. The organization and administration of general schools are a State responsibility. The Decree-law makes provision for physically or mentally handicapped children to be educated in medico-pedagogical institutions.

Decree no. 36/1959 (VII.19) on continuation courses, promulgated by the Revolutionary Workers' and Peasants' Government of Hungary. *Magyar közlöny*, 19 Július 1959.

Orders the creation of continuation schools for young people who have left the general schools but are neither continuing their studies in other institutions or in their employment. Its purpose is to provide satisfactory schooling for boys and girls between 14 and 16 years of age. The task of these schools is to continue the education of young people in the socialist spirit, teach them to appreciate and respect manual work, ensure the development of their general culture, give them regular supervision, and provide some grounding in industrial and agricultural subjects. The Decree prescribes that teaching shall be given in Hungarian, but makes provision for pupils belonging to national minorities to be taught in their own language, or to study that language as a compulsory subject.

Decree-law no. 14/1951 on general secondary schools promulgated by the Presidential Council of the People's Republic of Hungary. (Promulgated on 6 May 1951.) *Magyar közlöny*, 6 Május 1951.

The purpose of the general secondary school is to extend and deepen the knowledge acquired at the general school, and to prepare pupils for university or other higher education. The secondary school must comprise two sections, classical and modern, over a four-year period. Any child under 17 years of age who has completed the eighth class of the general school is eligible for admission as a regular pupil to the lowest class of the general secondary school. Teaching is in Hungarian. All teachers in a general secondary school must hold a secondary teaching diploma.

Below are noted five legal documents regulating technical and vocational education:

Decision no. 1014/1958 (III.29) of the Revolutionary Workers' and Peasants' Government of Hungary on the intensification of technical and practical education in general schools and general secondary schools. *Magyar közlöny*, 29 Március 1958.

This Decision relates to the inclusion in the curricula of general educational schools of elementary teaching on practical subjects (polytechnical training). The purpose of this elementary practical instruction is to acquaint pupils with the natural laws and phenomena on which production is based and give them some idea of how to handle the principal tools and machines. Factories and State farms play an important part in practical education, giving advice, furnishing machinery and waste products and, in certain factories, setting aside work-benches for teaching purposes. Practical instruction, according to the Decision, is to be introduced gradually.

Order no. 146/1958 (M.K.10) of the Minister for Culture, on the introduction of practical technical instruction in general schools and secondary schools. *Művelődési közlöny*, no. 10, 1958.

In this Order, the Minister specifies that two hours a week shall be devoted to practical classes. Separate lists of subjects are provided for girls' schools, boys' schools, agricultural schools and general secondary schools. Detailed instructions are given on how this practical training is to be introduced into the curriculum.

Decree-law no. 38/1955 of the Presidential Council of the People's Republic of Hungary on vocational schools of economics. (Promulgated on 30 December 1955.) *Magyar közlöny*, 30 December 1955.

Defines such schools as vocational secondary schools offering a four-year course designed to give pupils a good general education together with the thorough grounding in economic theory and knowledge of economic questions required for employment on the administrative and planning side of the economy. These 'economic technical schools' are under the control of the Minister for Culture or of the Minister competent for the particular branch of the economy.

Decree-law no. 37/1955 of the Presidential Council of the People's Republic of Hungary on industrial technical schools. (Promulgated on 20 December 1955.) *Magyar közlöny*, 20 December 1955.

The industrial technical school is a vocational secondary school with a four-year course designed to give the pupil a sound second level knowledge of a particular branch of industry, a general education, and the knowledge required of a skilled worker in his prospective occupation. Industrial technical schools work under the Minister competent for the branch of industry concerned but are supervised by the Minister for Culture to ensure uniform application of the general principles of secondary education.

Decree-law no. 10/1956 of the Presidential Council of the People's Republic of Hungary on agricultural technical schools. (Promulgated on 20 May 1956.) *Magyar közlöny*, 20 Május 1956.

The agricultural technical school is a vocational secondary school with a four-year course designed to impart a sound, second level vocational and theoretical education in agriculture, to teach pupils the practical knowledge and modern techniques required in their prospective occupation, and give them a good general culture. The agricultural technical schools work under the Minister of Agriculture, but are supervised by the Minister for Culture to ensure uniform application of the general principles of secondary education. Senior teaching posts in these schools may be held only by persons possessing a secondary school teaching certificate or a diploma from an agricultural university or from an agricultural academy providing a three-year course.

Regarding institutions of higher learning the following two documents may be consulted:

Decree-law no. 4/1956 of the Presidential Council of the People's Republic of Hungary, on the organization of institutions of higher education. (Promulgated on 8 February 1956.) *Magyar közlöny*, 8 Február 1956.

Act no. XXII of 1946, regulating the admission of women to universities and colleges. *Magyar közlöny*, 1946.

Makes women eligible for admission as students to universities and colleges, without restriction and on the same terms as male students.

Several legislative documents deal with teacher training:

Decree-law no. 26/1958 of the Presidential Council of the People's Republic of Hungary on the training of primary school teachers and of women teachers for pre-primary schools. (Promulgated on 6 September 1958.) *Magyar közlöny*, 6 Szeptember 1958.

Stipulates that primary school teachers and women teachers for pre-primary schools shall no longer receive only a second level education but that separate institutions of higher educational level under the control and direct guidance of the Minister for Culture shall be established for training them. Primary school teachers are to take a three-year course and women teachers for pre-primary schools a two-year course.

Decree-law no. 21/1950 of the Presidential Council of the People's Republic of Hungary, on teacher training colleges. (Promulgated on 25 June 1950.) *Magyar közlöny*, 25 Június 1950.

The function of these colleges is to train general teachers for the second cycle of the general schools who, in addition to their knowledge of their particular subject, are fully acquainted with the basic principles of teaching and the technique of education and tuition, and already possess adequate teaching experience.

Decision no. 1023/1959 (VII.19) of the Revolutionary Workers' and Peasants' Government of Hungary, on the reorganization of teacher training in teacher training colleges. *Magyar közlöny*, 19 Július 1959.

Provides for three special subjects to be taught to specialist secondary school teachers in the regular (daytime) courses of teacher training colleges.

For a decision on correspondence courses and workers' training, see:

Decision of the Council of Ministers no. 1055/1953 (IX.19) on correspondence courses in general and secondary schools. *Magyar közlöny*, 19 Szeptember 1953.

Provides that persons whose work prevents their taking evening courses may follow correspondence courses with general, general secondary and vocational secondary schools.

The facilities given to workers who continue their studies in general schools and secondary schools are set forth in

Decree no. 53/1953 (IX.28) of the Council of Ministers, paragraph 211, amended by Decree no. 14/1956 (V.30) of the Council of Ministers, paragraph 211, concerning the application of the Labour Code. *Magyar közlöny*, 30 Május 1956.

Provides that workers attending a general school shall have three working days' leave a year and workers attending a secondary school six working days' leave a year for study purposes.

The following three items deal with correspondence courses:

Decree no. 128/1951 (VI.17) of the Council of Ministers, instituting correspondence courses with universities and colleges. *Magyar közlöny*, 17 Július 1951.

The purpose of such correspondence courses is to enable some workers to obtain a higher education, in the interests of socialist construction, while remaining at work. Candidates must pass an entrance examination.

Decree no. 19/1960 (IV.30) of the Revolutionary Workers' and Peasants' Government of Hungary on the facilities given to workers continuing their studies at the evening classes or through the correspondence courses of institutions of higher education. *Magyar közlöny*, 13 Április 1960.

Order no. 129/1960 (M.K.9) of the Minister for Culture on the institution of correspondence courses with schools for training primary school teachers and women teachers for pre-primary schools. *Művelődési közlöny*, no. 9, 1960.

Intended to enable unqualified workers in certain educational establishments to train as teachers. The diploma awarded is of equal standing with that obtained at the regular (daytime) courses.

Religious instruction has been regulated by

Decree no. 21/1957 (III.24) of the Revolutionary Workers' and Peasants' Government of Hungary, on religious instruction. *Magyar közlöny*, 24 Március 1957.

Specifies that, in accordance with the principles of the Constitution [12], religious instruction is to be considered as the purely private concern of the individual. Lays down regulations for religious instruction for children attending the general schools and secondary schools.

Awards to teachers are the subject of

Decision no. 1036/1951 (XII.5) of the Council of Ministers on awards to teachers for distinguished services and institution of a Teachers' Day. *Magyar közlöny*, 5 December 1951.

The Government attaches great importance to the work of teachers, and has decided, as a mark of its esteem, to award honorary titles, such as 'outstanding secondary school teacher', 'outstanding primary school teacher' and 'outstanding pre-primary school teacher' to those who distinguish themselves in their profession. These awards are accompanied by a specified gratuity. The Government has also ordered that the first Sunday in June every year be celebrated as 'Teachers' Day'. Distinguished secondary and primary school teachers, and women teachers in pre-primary schools will be decorated on this day.

Scholarships are instituted by two legislative measures:

Decision no. 1076/1957 (IX.1) of the Revolutionary Workers' and Peasants' Government of Hungary, on the institution of a new system of scholarships and study grants for daytime courses at universities, colleges and academies. *Magyar közlöny*, 1 November 1957.

Establishes scholarships, a regular welfare service, assistance in exceptional cases, People's Republic fellowships at universities and other fellowships for students. To be eligible for such assistance, students must be in need of it and have a satisfactory scholastic record.

Decree no. 19/1959 (IV.12) of the Revolutionary Workers' and Peasants' Government of Hungary, on the institution of scholarships for social studies. *Magyar közlöny*, 12 Április 1959.

By this Decree, national institutions and undertakings and social organizations are authorized to endow substantial scholarships for the period of university or secondary studies to be awarded by them to young people with a satisfactory scholastic and general record. Relations between the donor and the scholarship holder are to be governed by a contract. The Decree entrusts the supervision of its application to the Minister for Culture, who issued Decree no. 5/1960 (X.27) M.M. for this purpose. (*Magyar közlöny*, 2 Október 1960.)

Post-graduate work has also been regulated:

- 15 *Az Aspiránsképzésre és a tudományos minősítésre vonatkozó hatályos jogszabályok* (Statutory provisions in force with regard to post-graduate work and scientific qualifications), comp. and annotated by Dr. Imre Molnár. Budapest, Akadémiai Kiadó, 1960. 96 p.

Regulations for schools include the following:

- 16 *Rendtartás az ovodák számára* (Regulations for pre-primary schools). Budapest, Tankönyvkiadó Vállalat, 1960.
- 17 *Rendtartás az általános iskolák számára* (Regulations for primary schools). Budapest, Tankönyvkiadó Vállalat, 1956.
Regulations governing the recruitment of teaching staff and the internal management of schools.
- 18 *Rendtartás a gimnáziumok számára* (Regulations for secondary schools). Budapest, Tankönyvkiadó Vállalat, 1956.
Amended in 1957 and again in 1958, chiefly with regard to points of organization.

Administration of the educational system

The Ministry of Culture is the highest authority over public educational institutions in Hungary. It carries out supervisory work through appropriate specialized departments. The address is

- 19 MŰVELŐDÉSÜGYI MINISZTERIUM
Szalay u. 10-14, Budapest, V.

The direct management of public education establishments is one of the duties of the councils, whose powers in this respect derive from and are defined in Act no. X of 1954 on councils [20].

The councils discharge their duties as the local authorities in the various fields for which they are responsible through the medium of their specialized managing bodies (committees). The structure and functioning of these managing bodies are defined by the competent higher authority, subject to government approval (paragraph 55 of Act no. X of 1954). The executive committee of each council and the higher specialized directing body—in the final resort, the competent highest authority—are jointly responsible for seeing that the local managing bodies perform their work efficiently.

The specialized administration of educational institutions—with the exception of institutions of higher

education and a few central institutions—is entrusted to the service for the specialized direction of education (i.e., education committee) of the executive committee of each council, viz.: (a) the education service of the executive committee of each district council and the council of each town ranking as a district in the case of pre-primary and primary educational institutions (pre-primary schools and general schools); (b) the education service of the executive committee of each departmental council and of the council of each town ranking as a department in the case of secondary schools and specialized schools (medico-pedagogical schools, child welfare institutions).

The executive committees of the communal councils are primarily responsible for the administrative tasks connected with compulsory school attendance, and also cover the cost of running the schools in their areas. They assume increasing initiative and play an advisory part in the implementation of the cultural programme.

The following deals with educational administration:

- 20 *A Tanács törvény és végrehajtási utasításai* (The council's act and its executive decrees). Budapest, Közigazgatási és Jogi Könyvkiadó, 1955. 432 p.

Published by the Secretariat of the Council of Ministers. Contains the Constitution of the People's Republic of Hungary, Law no. IX of 1954 on the election of members of the councils, and Law no. X of 1954, on the councils. Also includes the relevant decree-laws, decisions by the Presidential Council of the People's Republic, decrees and decisions of the Council of Ministers, and ministerial decrees.

The organization and duties of the Councils' school services are laid down in ministerial Order no. 20 (1957), published in *Művelődésügyi közlöny*, no. 2, 1957.

Publications on financial questions follow [21-24].

- 21 *Felsőoktatási intézmények gazdálkodása* (Administration of higher educational establishments). Budapest, Tankönyvkiadó Vállalat, 1956. 2 vols: 428 and 292 p.

An account of the administrative and economic aspects of higher education gives general budgetary data and describes the normal functions of the budgetary services, the method of drawing up the budget, and the accounting system of the budgetary services. Includes information and rules relating to investments and auditing, and details regarding management reports.

- 22 *Költségvetési és gazdálkodási ismeretek* (Information on budgeting and financial management). Budapest, Tankönyvkiadó Vállalat, 1960. 196 p.

Gives information on budgeting, together with sample budgets.

- 23 *Számviteli, ellenőrzési és statisztikai ismeretek* (Information on accounting, auditing and statistics).

Budapest, Tankönyvkiadó Vállalat, 1960. 186 p.
The information given is classified according to the different types of institutions.

- 24 *Tanulók iskolai étkeztetése* (School meals for pupils).

Budapest, Tankönyvkiadó Vállalat, 1960. 156 p.
Deals with the organization of the school meals service. Gives Decree no. 3165 T-1960. IX. 1. o. of the Minister of Health.

Structure and organization

The Hungarian school system falls into four main groups: pre-primary institutions, the compulsory eight-grade general schools, secondary schools, and higher educational institutions.

Pre-primary institutions

Day nurseries admit, care for and train healthy children between one month and three years of age. Their purpose is to take care of and give regulation training to small children while their mothers are at work. There are various types of day nurseries (run by the council, run by undertakings, full-time, seasonal and six-day nurseries, and special nurseries).

Infant schools are the pre-primary institutions of the school system in the People's Republic of Hungary. Recently, compulsory activities in pre-primary schools have been directed towards the gradual awakening of a child's capacity to take in its surroundings, imparting a notion of numbers, space and shapes, and fostering its powers of speech and description.

Eight-grade general schools

These, which form the foundation of the Hungarian education system, are compulsory and free and give the same type of education to every child [see also Decree-law no. 15 of 1951 in the section 'Legislative and policy documentation' above]. The foremost duty of the general schools is to give children a communist upbringing. They develop the necessary skills and aptitudes and foster in children attitudes conducive to communist behaviour. Pupils are taught the rudiments of production, by methods suited to their age, learn how to use simple tools and begin to acquire the elements of a polytechnical background [see also Order no. 146/1958 in the section above]. The general schools use a uniform State curriculum which is compulsory throughout the

system. One of the alternatives open to children who have passed through the eight grades of the general school and wish to continue their studies is to go on to a general secondary school.

Handicapped children of compulsory school age, who cannot be properly taught in general schools, are educated in medico-pedagogic services or institutions.

Secondary schools

Secondary schools are of two types: the gymnasium and the technical school. The purpose of the gymnasium is to extend the knowledge acquired at the general school, provide a satisfactory general culture, acquaint pupils with the bases of production [see also Decision no. 1014/1958 and Order no. 146/1958 in the section 'Legislative and policy documentation' above] and make them good socialist patriots. After satisfactory study at a gymnasium, a pupil may enter a university, or take up productive work, either immediately or after a short period of vocational training, in whatever occupations he has been studying for. [For the gymnasium see also Decree-law no. 14/1951 in the section 'Legislative and policy documentation' above.]

The purpose of technical schools is to provide a secondary training for pupils specializing in the various branches of industry, agriculture, trade and transport, giving them a general culture which will enable them to carry on to university should they so desire. [See also decree-laws nos. 38/1955, 37/1955 and 10/1956 in the section 'Legislative and policy documentation' above.]

As part of the reform of the school system now being made, the technical schools are being transformed into technical colleges (establishments of higher education) and in their stead a new type of secondary school, the vocational secondary school, is being established; some are already in operation. The purpose of the vocational secondary schools is to train, for the various branches of the national economy, skilled workers who are patriotic, devoted to the interests of the nation, imbued with socialist ideology and ethics, well-educated and equipped with the theoretical knowledge and practical skill required for their trade. The pupils at vocational secondary schools work for several days weekly in workshop schools or in factory workshops. The primary task of schools of this type is to form the educated technician of the future. The principles governing the administration of the various types of secondary school are set out in the regulations for secondary

schools [see the section 'Legislative and policy documentation' above].

Higher educational establishments

There are four scientific universities, with a total of nine faculties; one university of political economy, with three faculties; four technical universities, with ten faculties; four medical universities, with seven faculties; one university of agricultural sciences, with two faculties; six higher agricultural institutions (three colleges and three academies); four academies of fine arts; three teacher training colleges; one higher medico-pedagogic institution; one school for teachers of physical education; eleven training schools for primary teachers; three training schools for women pre-primary teachers; two technical colleges (now being organized). Institutions of higher education are State institutions. They are supervised and directed by the Minister for Culture, with certain exceptions: the medical universities are under the direction of the Minister of Health, and the agricultural colleges under the direction of the Minister of Agriculture. In order to ensure uniformity of principles and teaching practice throughout higher education, the Minister for Culture exercises joint supervision over the institutions coming under other ministries.

Adult education

This is provided at all levels of education: general schools, secondary schools (gymnasias and the different types of technical schools), colleges and universities [see also the section 'Legislative and policy documentation' above]. There are two basic forms of adult education—evening courses and correspondence courses.

Works on pre-primary schools include:

- 25 *Nevelőmunka az ovodában* (Education in pre-primary schools). Two editions. Budapest, Tankönyvkiadó Vállalat, 1958.
Handbook for pre-primary schoolmistresses.
- 26 *Testnevelés az ovodában* (Physical education in pre-primary schools). Budapest, Tankönyvkiadó Vállalat, 1960. 276 p.

For material concerning the compulsory eight-year general school, see:

- 27 *Tanterv és utasítás az általános iskola I-IV. osztálya számára* (Curricula and directives for grades I-IV in general schools). Budapest, Tankönyvkiadó Vállalat, 1957.

Objectives, tasks, teaching material and requirements in the various subjects taught.

- 28 *Tanterv az általános iskola V-VIII. osztálya számára* (Curricula for grades V-VIII in general schools). Budapest, Tankönyvkiadó Vállalat, 1958.

Time-tables, curricula and requirements for the various subjects taught in the second cycle of general schools.

- 29 *Kézikönyv az általános iskola I. osztálya tanítói számára* (Handbook for primary teachers in general schools). Budapest, Tankönyvkiadó Vállalat, 1956.

Gives detailed instruction, in accordance with the requirements of the curriculum, on how to develop knowledge in a class, and how to perform the work of imparting knowledge and skills and educative work [the same subject is dealt with in 30-32].

- 30 *Kézikönyv az általános iskola II. osztály tanítói számára* (Handbook for second-grade teachers in general schools). Budapest, Tankönyvkiadó Vállalat, 1956.

- 31 *Kézikönyv az általános iskola III. osztály tanítói számára* (Handbook for third-grade teachers in general schools). Budapest, Tankönyvkiadó Vállalat, 1956.

- 32 *Kézikönyv az általános iskola IV. osztály tanítói számára* (Handbook for fourth-grade teachers in general schools). Budapest, Tankönyvkiadó Vállalat, 1956.

- 33 FEHÉRVÁRI, Gyula. *A tantárgyak keretében folyó oktató-nevelő munka irányítása az általános iskolában* (Guiding lines for teaching and educative work in general schools according to subjects). Budapest, Tankönyvkiadó Vállalat, 1960.

- 34 *Segédkönyv az osztályfőnöki órák vezetéséhez az általános iskola V-VIII. osztályában* (The class teacher's guide to the conduct of lessons in grades V-VIII of general schools). Budapest, Tankönyvkiadó Vállalat, 1958.

- 35 *Útmutató az általános iskolák részére az osztályfőnöki nevelőmunkához* (The class teacher's guide to educative work in general schools). Budapest, Tankönyvkiadó Vállalat, 1960. 87 p.

Items 36-38 are devoted to secondary education:

- 36 *Tanterv és óraterv az általános gimnáziumok számára* (Curricula and time-tables for general secondary schools). Budapest, Tankönyvkiadó Vállalat, 1950.

By decree no. 1280-10/1950 of the Minister of Public Worship and Education (now the Minister for Culture) new time-tables and a new curriculum were introduced in general secondary schools as from 1 September 1950. The curriculum published in full detail for the school year 1960-61 is primarily designed to ensure a closer link between teaching and daily life and tries to avoid overloading the study programme.

With the educational reform the structure of secondary schools has also undergone changes. New curricula and time-tables for secondary schools will be published in 1962.

- 37 *Nevelői könyvtárak alapjegyzéke az általános és középiskolák számára* (Standard library list for teachers in general schools and secondary schools). Budapest, Országos Pedagógiai Könyvtár kiadványa, 1960. 65 p.

A list of general reference works (dictionaries, encyclopaedias, handbooks) of use to schools, and of publications and books dealing with specific subjects.

- 38 *Ifjúsági könyvtárak alapjegyzéke a középiskolák számára* (Standard library list for the pupils of secondary schools). Budapest, Országos Pedagógiai Könyvtár kiadványa, 1960. 36 p.

Gives a list of literary works and popular handbooks.

Curricula for higher education are dealt with in:

- 39 *A Magyar tudományegyetemek bölcsészettudományi karainak tanterve* (Curricula of the faculties of philosophy at Hungarian scientific universities). Budapest, Tankönyvkiadó Vállalat, 1959. 222 p.

Reproduces the Minister for Culture's Order no. 156/1958 (M.K.13) regulating fundamental questions regarding the curriculum of faculties of philosophy. Lists the compulsory general subjects and the compulsory courses and exercises for the various special subjects, and gives the programmes of intermediate and final examinations.

- 40 *A Magyar tudományegyetemek állam- és jogtudományi karának tanterve* (Curricula of the faculties of political sciences and law of Hungarian scientific universities). Budapest, Tankönyvkiadó Vállalat, 1959. 116 p.

Gives a list of compulsory general subjects, the courses and exercises for the various special subjects, and the programmes for intermediate and final examinations.

- 41 *Pedagógiai főiskolák tanterve, óra és vizsgaterv* (Curricula of teacher training colleges. Time-tables and examination programmes). Budapest, Művelődésügyi Minisztérium, 1959. Mimeographed.

Covers all the variations with regard to vocational training in teacher training colleges, the number of class hours per week in the different special subjects and the programmes of the half-yearly, annual and final examinations.

Educational studies and research

The Educational Science Commission of Section II (Social and Historical Sciences) of the Hungarian Academy of Sciences is the body responsible for the orientation and co-ordination of educational research. The members of the commission also recruit the aid of educators for their research work. The address is

- 42 **MAGYAR TUDOMÁNYOS AKADÉMIA**
Roosevelt tér 9, Budapest, V.

Most educational research is done at the Institute of Educational Sciences which comes under the Ministry of Culture:

- 43 **PEDAGÓGIAI TUDOMÁNYOS INTÉZET**
Szalay u. 10-14, Budapest, V.

The documentation of this institute includes, since 1955, unpublished manuscripts produced by collaborators of the Institute, most of them outside collaborators and educators. Some 900 documentary items have so far been collected; they include the results of certain research projects, survey documentation and documents connected with various experiments.

The staff of the institute also recruits the aid of educators for its work. The results of this research are published by the institute separately, or in its review

Pedagógiai szemle (Educational review), 1951- .
Monthly.

The following institutes [44-47] carry on some research:

- 44 **KÖZPONTI PEDAGÓGUS TOVÁBBKÉPZŐ INTÉZET** (Central Institute for In-Service Teacher Training)
Gorkij fasor 17-21, Budapest, VI.

This institute's main concern is the in-service training of teachers, but it also conducts educational research in its Department of Pedagogy. It issues several publications every year and has a well-stocked library of reference material.

- 45 **FŐVÁROSI PEDAGÓGIAI SZEMINÁRIUM** (The Metropolitan School of Education)
Horváth Mihály tér 8, Budapest, VIII.

Also conducts educational research in its Department of Pedagogy. Likewise has a library of reference material.

- 46 **MAGYAR TUDOMÁNYOS AKADÉMIA GYERMEKLÉLEKTANI INTÉZETE** (Hungarian Academy of Sciences: Institute of Child Psychology)

Szondy u. 83-85, Budapest, VI.

Conducts research, primarily on education.

- 47 **MUNKÁÜGYI MINISZTERIUM MÓDSZERTANI INTÉZETE** (Institute of Methodology of the Ministry of Labour)
Váci út 107, Budapest, XIII.

Studies questions of educational theory and practice in connexion with apprenticeship schools.

The departments of education of the scientific universities and the teacher training colleges are:

Department of Education, Faculty of Philosophy at the Eötvös Loránd Scientific University, Pesti Barnabás u. 1, Budapest, V.

Department of Education, Kossuth Lajos Scientific University, Debrecen 10.

Department of Education, Szeged Scientific University, Dugonics tér 13, Szeged.

Department of Education, Teacher Training College of Eger, Szabadság tér 2, Eger.

Department of Education, Teacher Training College of Pécs, Ifjúság u. 6, Pécs.

Department of Education, Teacher Training College of Szeged, Április 4. u. 6, Szeged.

Department of Education, Medico-Pedagogic Teacher Training College, Alkotás u. 44, Budapest, XII.

The departments of pedagogy of these higher educational institutions carry out educational research, in addition to their teaching activities.

Private individuals are also engaged in scientific research work. These persons are mainly educators who publish accounts of their own experience.

Psychological research is carried out at the 'Eötvös Loránd' Scientific University:

- 48 **EÖTVÖS LORÁND TUDOMÁNYEGYETEM**
Pesti Barnabás u. 1, Budapest, V.

Major contributions to educational theory include:

- 49 **ÁGOSTON, György.** *Pedagógia. I. rész. A nevelés elmélete* (Pedagogy. I. The theory of education). Budapest, Tankönyvkiadó Vállalat, 1959. 243 p.

- 50 **BORBÉLY, András; DURKÓ, Mátyás.** *Jutalmazás és büntetés a szocialista fegyelem megteremtésében* (The role of bonuses and fines in inculcating socialist discipline). Budapest, Tankönyvkiadó Vállalat, 1957. 251 p.

- 51 **GEGESI KISS, Pál, et al., eds.**, *Pszichológiai tanulmányok* (Psychological studies). Budapest, Akadémiai Kiadó, 1958-60. Vols. I-III.

These volumes (338 p., 700 p. and 720 p. respectively) contain many studies summarizing the results of research done in Hungary on the following subjects: history of psychology, educational psychotechnics, psychology of work, guidance and medical psychology, medico-pedagogic psychology, artistic psychology, military psychology, criminal psychology, practical methodology.

- 52 **GERÉB, György.** *Pszichológiai atlasz* (Psychological atlas). Budapest, Tankönyvkiadó Vállalat, 1960. 219 p.

- 53 KELEMEN, László. *A tanulók gondolkodása 6-10 éves korban* (Mentality of 6 to 10 year-old pupils). Budapest, Tankönyvkiadó Vállalat, 1960. 169 p. A thesis.
- 54 LÉNÁRD, Ferenc, et al., eds. *Tanulmányok a megértés lélektanából* (Studies on the psychology of the understanding). Budapest, Tankönyvkiadó Vállalat, 1959. 199 p.
- This publication of the Institute of Educational Sciences includes the following studies: characteristic mistakes in reckoning in grades I to IV of general schools; constructive technical activity of children; the perception of concepts in the second cycle of general schools; psycho-pedagogic study of perception and of the problem of perception in the light of questions asked by pupils.
- 55 NAGY, Sándor. *A didaktika alapjai* (The foundation of didactics). Budapest, Tankönyvkiadó Vállalat, 1956. 270 p.
- 56 —. *Pedagógia. III. rész. Az oktatás elmélete* (Pedagogy. Part III. The theory of teaching). Budapest, Tankönyvkiadó Vállalat, 1960. 210 p.
- 57 *Tanulmányok a neveléstudomány köréből* (Studies on educational theory). Budapest, Tankönyvkiadó Vállalat, 1960. 199 p.
- Published by the Institute of Educational Sciences. Discusses: the developments of concepts of assiduity and laziness in the first cycle of general school; difficulties experienced in the transition from the 4th to the 5th grade in general school; educational requirements for the nomination of the team of pioneers; criticism of scout activities.
- 58 *Tanulmányok a neveléstudomány köréből* (Studies in educational science), ed. by Árpád Kiss. Budapest, Akadémiai Kiadó, 1958—. Annual.
- Collection of studies by the Educational Science Commission of the Hungarian Academy of Sciences, giving an account of educational research, the results obtained, the tasks and working methods of educational research in various institutions, in fact, covering practically all educational questions.
- 59 *A Tanulók személyisége és gondolkodása. Neveléslélektani tanulmányok* (The personality and mentality of pupils. Studies in educational psychology), ed. by Ferenc Lénárd and Gábor Surányi. Budapest, Tankönyvkiadó Vállalat, 1959. 181 p.

Among works on comparative education is

- 60 TIHANYI, Ferenc, ed. *Politechnikai képzés és iskola-reform* (Polytechnical training and school reform). Budapest, Tankönyvkiadó Vállalat, 1960. 110 p.
- Analysis of the situation with regard to polytechnical training in the Soviet Union and the German Democratic Republic. Information on questions of technical training in capitalist countries.

Textbooks and instructional materials

The principal organization issuing educational works in Hungary is

- 61 Tankönyvkiadó Vállalat (Schoolbook Publisher), Szalay u. 10-14, Budapest, V.

Under the guidance of the National Minorities Division of the Ministry of Culture, this firm publishes the textbooks used in general and secondary schools of the national minorities of Hungary. A total of 272 textbooks in German, Rumanian, Serbo-Croat, Slovak and Slovene are now in use.

The journal *Művelődésügyi közlöny* [14] lists approved school books for specific school years and publishes the ministerial order specifying the schools in which approved school textbooks may be used.

The following two publishers should be noted:

- 62 AKADÉMIAI KIADÓ (Academy Press)
Alkotmány u. 21, Budapest, V.

Publisher of the books and periodicals of the Hungarian Academy of Sciences, this press puts out the most important results of scientific research—for example, works on pedagogical and psychological experiments [51 and 58] as well as scientific periodicals on education and psychology: *Magyar pedagógia* (Hungarian pedagogy) [77] and *Magyar pszichológiai szemle* (Hungarian psychological review).

- 63 GONDOLAT KÖNYV- LAPKIADÓ ÉS TERJESZTŐ VÁLLALAT (Book and Newspaper Publisher and Distributor)
Bródy Sándor u. 16, Budapest, VIII.

In addition to its other extensive publishing activities, issues popular educational works.

Aids to teaching are supplied by the following [64-67]:

- 64 ISKOLAI FILMINTÉZET (School Film Institute)
Dessewffy u. 9, Budapest, VI.

Prepares and distributes instructional films for schools. Has a special scientific research service.

- 65 INSTITUTE FOR VISUAL MATERIALS FOR SCHOOLS
Szentkirályi u. 8, Budapest, VIII.

Has a special research and experimentation service which devises and experiments with new teaching aids and works on the modernization of existing materials by modern scientific methods. Has various specialized sections (e.g., for osteological and geographical materials).

- 66 ISKOLAI TANESZKÖZÖK GYÁRA (Teaching Aids Factory)
Szentkirályi u. 8, Budapest, VIII.

- 67 SCHOOL FURNITURE FACTORY
Geduly u. 1-3, Budapest, IV.

Education associations

The associations enumerated below help the authorities to solve certain educational questions, especially through their campaigning and organizing activities.

- 68 **PEDAGÓGUSOK SZAKSZERVEZETE** (Teachers' trade union)

Gorkij Fásor 10, Budapest, VI.

Its representatives participate in the handling of educational matters and present the teachers' point of view.

- 69 **TUDOMÁNYOS ISMERETTERJESZTŐ TÁRSULAT (TIT)** (Association for the Dissemination of Scientific Knowledge)

Bródy Sándor u. 16, Budapest, VIII.

Main activity is directed towards educational propaganda, through its education service. The association issues special publications.

- 70 **MAGYAR NŐK ORSZÁGOS TANÁCSA (MNOT), PEDAGÓGIAI SZAKOSZTÁLYA** (Educational Section of the National Council of Hungarian Women)

Népköztársaság u. 124, Budapest, VI.

Concerned with the educational problems of work communities, of parents (parent-school relations) and, in general, with educational propaganda. Also issues special publications in certain cases.

- 71 **MŰSZAKI ÉS TERMÉSZETTUDOMÁNYI EGYESÜLETEK SZÖVETSÉGE (METESZ)** (Union of Technical and Scientific Associations)

Szabadság tér 17, Budapest, V.

Its Schools Commission gives detailed attention to educational questions.

Other associations are listed in *An international directory of education associations* and in *Teachers' associations*... [for both see International sources 2].

Educational journals

The two following works provide information on the press in Hungary:

- 72 **DEZSÉNYI, Béla; FALVY, Zoltán; FEJÉR, Judit.** *A Magyar sajtó bibliográfiája, 1945-1954* (Bibliography of the Hungarian Press, 1945-1954). Budapest, Művelt Nép, 1956. 159 p.

This is number 36 of the publications of the Széchényi National Library.

- 73 **JÁKI, László.** *Pedagógiai és ifjúsági sajtónk tíz éve. 1945-1954* (Ten years of the educational and youth press. 1945-1954). Budapest, Pedagógiai Szemle, 1957. 108 p.

A list of educational journals may be found in *International list of educational periodicals* [International sources 3]. Some other journals are listed below:

- 74 **Énektanítás** (Teaching of singing), 1958- . Budapest, Tankönyvkiadó Vállalat. Six issues a year. A Ministry of Culture review edited by István Kontra.

- 75 **A Földrajz tanítása** (Teaching of geography), 1958- . Budapest, Tankönyvkiadó Vállalat. Six issues a year.

A Ministry of Culture review of methodology, edited by Zoltán Vecsey.

- 76 **Ipartanulóképzés** (Training of apprentices), 1950- . Budapest, Tankönyvkiadó Vállalat. Monthly.

A Ministry of Labour review, edited by György Barabás.

- 77 **Magyar pedagógia** (Hungarian pedagogy), 1892- . Budapest, Akadémiai Kiadó. Quarterly.

Review of the Educational Science Commission of the Hungarian Academy of Sciences, edited by Sándor Nagy.

- 78 **Magyartanítás** (Teaching of Hungarian), 1958- . Budapest, Tankönyvkiadó Vállalat. Six issues a year.

A Ministry of Culture review of methodology.

- 79 **Mezőgazdasági szakoktatás** (Vocational training in agriculture), 1958- . Budapest, Fővárosi Nyomdaipari Vállalat. Monthly.

Review of the Department of Vocational Education and Experimentation of the Ministry of Agriculture, edited by József Biró.

- 80 **Munka és iskola** (Work and school), 1959- . Budapest, Tankönyvkiadó Vállalat. Ten issues a year.

A Ministry of Culture review of methodology, edited by László Sarkadi.

- 81 **Művelődésügyi közlöny** (Bulletin of cultural affairs), 1957- . Budapest, Tankönyvkiadó Vállalat. Fortnightly.

Official bulletin of the Ministry of Culture, edited by László Balassa.

- 82 **Pedagógiai cikkgyűjtemény** (Collection of articles on education), 1960- . Budapest, Kossuth Kiadó. Irregular.

Published by the Society for Hungaro-Soviet Friendship and the National Educational Library.

- 83 **Pedagógusok lapja** (Teachers' journal), 1945- . Budapest, Atheneum Nyomda. Monthly.

Organ of the Teachers' Trade Union.

- 84 **Rajztanítás vizualis nevelés** (Teaching of drawing. Visual education), 1959- . Budapest, Tankönyvkiadó Vállalat. Six issues a year.

A Ministry of Culture review of methodology.

- 85 *Történelemtanítás* (Teaching of history), 1955- . Budapest, Tankönyvkiadó Vállalat. Six issues a year.
A Ministry of Culture review of methodology edited by János Almási.

The Institute of Educational Sciences [43], the Central Institute for In-Service Teacher Training [44], and the Metropolitan School of Education [45] issue several publications a year. They deal with educational theory, methodology, etc., and aim to inform and provide training for teachers on both professional and political levels. These publications can be obtained from the addresses given in the references. The yearbooks of the teacher training colleges should also be mentioned.

Educational statistics

In the Hungarian People's Republic, educational statistics are collected and communicated to the competent authorities by the services of the Ministry of Culture. Several times in the course of the school year, these services compile statistical returns which are published in periodicals. The yearbooks and other works contain figures only for the beginning of the school year.

An interesting statistical publication covering a limited period is:

- 86 *Magyarország művelődési viszonyai 1945-1958* (The cultural situation in Hungary 1945-1958). Budapest, Közgazdasági és Jogi Kiadó, 1960. 342 p.
Cultural development during those 14 years. The work provides a broad analysis, for all types of schools, of the development of various forms of teaching and advance training, publishing activities, the press, libraries, film and theatre institutions, etc. The text is accompanied by some 200 statistical tables and many graphs.

The Central Statistical Office is

- 87 KÖZPONTI STATISZTIKAI HIVATAL
Keleti K. u. 5-7, Budapest, II.

It publishes:

- 88 *Demográfia* (Demography), 1958- . Budapest, Statisztikai Kiadó Vállalat. Quarterly.
Includes general studies on education.
- 89 *Magyar statisztikai zsebkönyv* (Pocket-book of Hungarian statistics), Budapest, Közgazdasági és Jogi Könyvkiadó. Annual.
The chapter on education is especially devoted to data for various types of schools.

- 90 *Statisztikai évkönyv* (Statistical yearbook), 1949- . Budapest, Statisztikai Kiadó Vállalat. Annual.
A special chapter is devoted to educational development and data.
- 91 *Statisztikai havi közlemények* (Monthly statistical bulletins) [1956]- . Budapest, Statisztikai Kiadó Vállalat. Monthly.
Since 1957, published also in English as *Monthly bulletin of statistics*. Purely statistical. The principal data for popular teaching, education and culture are given in a special chapter.
- 92 *Statisztikai szemle /Revue hongroise de statistique*, 1923- . Budapest, Statisztikai Kiadó Vállalat. Monthly.
Contains articles, reviews and abstracts. Gives also educational and popular cultural material.

Education biography

Reference may be made to the current general encyclopaedia: *Új Magyar lexikon* [11].

For earlier educators, the following may be consulted:

- 93 *Magyar pedagógiai lexikon* (Hungarian encyclopaedia of education). Vols. I and II. Budapest, 1953.
Vol. I: 1024 p., vol. II: 964 p.

For names of educators in various fields, information may be supplied by the Ministry of Culture [19].

Education libraries and museums

- 94 ORSZÁGOS PEDAGÓGIAI KÖNYVTÁR (National Educational Library)
Honvéd u. 19, Budapest, V.
The library, of national character, was founded in 1958 by the fusion of the Library of the Scientific Institute of Pedagogics and the pedagogic branch library of the Ervin Szabó Library, Budapest. It serves three purposes, being at one and the same time a scientific educational library, a documentation centre for educational literature, and the centre of the school libraries network. Its publications are: *Magyar pedagógiai irodalom* (Hungarian educational literature) [7]; *Új szerzemények* (New accessions); *Iskolai könyvtárosok tájékoztatója* (Guide for school librarians).
- 95 ORSZÁGOS SZÉCHÉNYI KÖNYVTÁR (Széchényi National Library)
Múzeum krt. 14-16, Budapest, VIII.
This is the national library, the largest library in the country. Collects all Hungarian educational literature.
- 96 EÖTVÖS LÓRÁND TUDOMÁNYEGYETEM EGYETEMI KÖNYVTÁR (Library of the Eötvös Lóránd Scientific University)
Egyetem u. 10, Budapest, V.

- 97 KOSSUTH LAJOS TUDOMÁNYEGYETEM KÖNYVTÁRA (Library of the Kossuth Lajos Scientific University) Nagyerdő, Debrecen.

- 98 EÖTVÖS LÓRÁND TUDOMÁNYEGYETEM PEDAGÓGIAI TANSZÉK KÖNYVTÁRA (Library of the Education Department of the Eötvös Lóránd Scientific University) Pesti Barnabás u. 1, Budapest, V.

- 99 SZEGEDI TUDOMÁNYEGYETEM KÖNYVTÁRA (Library of the Szeged Scientific University) Dugonics tér 13, Szeged.

There are also the library of the Central Institute for In-Service Teacher Training [44] and the library of the Metropolitan School of Education [45].

The following work may be consulted for information on libraries in Hungary:

- 100 *Magyar könyvtárak/Bibliothèques en Hongrie/Libraries in Hungary/Biblioteki v Vengrij*. 1960. Budapest, Művelődésügyi Minisztérium, 1960.

Unpaginated; profusely illustrated by photographs. Prepared with the co-operation of five libraries: Országos Széchényi Könyvtár, Magyar Tudományos Akadémia Könyvtára, Országos Műszaki Könyvtár, Országos Mezőgazdasági Könyvtár and Országgyűlési Könyvtár; compiled by the Ministry of Culture. Describes the various categories of libraries, including the Országos Pedagógiai Könyvtár [94], the university libraries and school libraries. Some statistics. The text is multilingual: Hungarian, French, English and Russian.

Inter-availability of educational resources

Translations of educational material written in foreign countries give access to information on what is going on in the field of education outside Hungary. Some examples are:

- 101 FARAGÓ, László. *A Világ 20 (húsz) országának iskolaszervezete* (Organization of schools in 20 countries of the world). Budapest, Jegyzetsokszorosító Vállalat, 1957. 373 p. Manuscript.

Based on Unesco's *World survey of education*, 1955 ed. [International sources 8]; published by the Institute of Educational Sciences as no. 27 in its Materials for Educators series.

- 102 *Az Iskolareform és a nevelés problémái a kapitalista országokban, Dokumentumok és tanulmányok* (School reform and the problems of education in capitalist countries—documents and studies). Budapest, Fővárosi Nyomdaipari Vállalat, 1959. 178 p. Mimeographed.

Published by the Institute of Educational Sciences. Collection of translations.

- 103 *A Nevelés és az iskolarendszer problémái néhány szocialista országban, Dokumentumok és tanulmányok* (The problems of education and of the school system in a few socialist countries—documents and studies), ed. by László Faragó. Budapest, Fővárosi Nyomdaipari Vállalat, 1959. 157 p. Mimeographed.

Collection of translations.

- 104 *Tájékoztató dokumentáció az iskolarendszer reformjáról 1-2 kötet*. (Documentation on the reform in the school system. Vol. 1-2). Budapest, Felsőoktatási Jegyzetellátó Vállalat, 1958. 2 vols. Manuscript.

Issued by the Department of Secondary Education of the Ministry of Culture. Collection of translations of articles, for internal use.

At the National Educational Library [94], there is a collection of translations of certain articles in foreign educational periodicals. These articles may be traced in a catalogue. [For a publication of this library, see 8.]

The principal institutions which can be addressed for information regarding schools and education are the following:

- 1 MENNTAMÁLARÁÐUNEYTIÐ Í REYKJAVÍK (The Ministry of Education)
Reykjavík.
- 2 FRÆDSLUMÁLASKRIFSTOFAN Í REYKJAVÍK (The Office of the Director of Public Education)
Arnarhvoli, Reykjavík.
- 3 FRÆDSLUMÍÐLUN KENNARA (The Information Centre for Teachers)
c/o stjórn Sambands íslenskra barnakennara,
Reykjavík.

Reference works

- 4 *Árbok Landsbókasafnsins í Reykjavík* (The yearbook of the National Library, Reykjavík), 1945- . Annual.

Copies of all books published in Iceland are sent to the National Library, which issues, in this catalogue, a list of yearly acquisitions.

Foreign reference works are widely used, as most people working in the field of education and culture read three to four foreign languages.

Legislative and policy documentation

The Constitution, paragraph 71, contains a provision which can be expressed in English as follows: 'If parents cannot themselves afford to educate their children or if the children are orphans and poor, they shall be supported and educated at public expense.'

The Althing (Parliament) enacts general laws on education and laws on special schools, but the Ministries concerned introduce regulations on the execution of the laws.

Legal material on education is listed below:

- 5 ELÍASSON, Helgi. *Lög og reglur um skóla- og menningarmál, sem í gildi eru í marzlok 1944* (Laws and regulations on schools and educational matters, which are in force at the end of March 1944). Reykjavík, Fræðslumálastjórn, 1944. 272 p.
Published by the Board of Education [see also 10]. Many of these laws have since been revised [11-19].
- 6 MAGNÚSS, Gunnar Magnús. *Um menntamál á Íslandi 1944-1946* (On education in Iceland 1944-1946). Reykjavík, Menntamálaráðuneytið, 1946. 197 p.
A survey by the Ministry of Education of educational laws and work, together with a discussion of what should be done next.

- 7 SNÆVARR, Ármann. *Lagaskrá*. Reykjavík, Hlaðbúð, 1960. 31 p.
A catalogue of laws enacted during the period 25 April 1954 to 31 December 1959.
- 8 —; LÁRUSSON, Ólafur. *Lagasafn I-II* (Compilation of laws I-II). Reykjavík, 1955. clxxii + 2,756 columns.
Icelandic law in force in the spring of 1954. Published by the Ministry of Justice.
- 9 *Stjórnartíðindi A — og B — deild* (The government gazette, sections A and B). Reykjavík, 1874- .
Published by the Government. The A section contains all laws and B all regulations.
- 10 *Lög og reglur um skóla- og menningarmál* (Laws and regulations on schools and educational matters). Annex 1. Reykjavík, Fræðslumálastjórn, 1946. 36 p.
[See 5.]
- 11 *Lög um menntun kennara* (Law on the training of teachers), 16/1947.
- 12 *Lög um Matsveina- og veitingshjónaskóla* (Law on school for cooks and waiters), 82/1947.
- 13 *Lög um bændaskóla* (Law on agricultural schools), 24/1948.
- 14 *Lög um Stýrimannaskólann í Reykjavík* (Law on the Navigation School), 5/1955.
- 15 *Lög um greiðslu kostnaðar við skóla, sem reknir eru sameiginlega af ríki og sveitarfélögum* (Law on payment of expenses for schools maintained jointly by the State and the municipalities), 41/1955.
- 16 *Lög um iðnskóla* (Law on vocational schools), 45/1955.
- 17 *Lög um Ríkisútgáfú námsbóka* (Law on state publishing of textbooks), 51/1956.
- 18 *Lög um Háskóla Íslands* (Law on the University of Iceland), 60/1957.
- 19 *Lög um heilsuvernd í skólum* (Law on health care in schools), 61/1957.

Administration of the educational system

The Ministry of Education is the chief authority responsible for the administration of schools and education in Iceland. Some special schools, however, are supervised by other Ministries.

Under the Ministry of Education a Director of Public Education carries out various administrative procedures in the field of schools and education,

sees that laws and regulations are observed, and collects reports on work in schools. The University of Iceland, however, comes directly under the Ministry of Education.

The Director of Public Education is assisted by an advisory body, the School Council, which gives advice on curricula, examinations, etc., in primary and lower secondary schools.

School inspectors carry out inspection and guidance in primary schools, lower secondary schools, and schools of domestic science.

Iceland is divided into educational districts and school districts. In each there is a board of education and a school board.

Further details may be found in the *International yearbook of education* [International sources 5] and in the *World survey of education* [International sources 8].

Structure and organization

The educational system has four levels:

1. Elementary schools—six-year schools for all children aged 7 to 13.
2. Lower secondary schools—four-year schools for pupils aged 13 to 17.

These schools have courses of two, three and four years. Compulsory education is completed after a two-year course in a lower secondary school.

3. Gymnasias and the Teachers' Training College—four-year schools for pupils from 16 to 20 years old. The certificate examination of a 3-year lower secondary school (middle school) is required for admission to these schools.

Various special schools—such as vocational, domestic science, commercial, engineering, nautical, physical training, etc.

4. The university.

Including annual reports, the principal works on the educational system are as follows:

- 20 *Námskrá fyrir nemendur á fræðsluskuldaldri* (Curriculum for compulsory education). Reykjavík, Menntamálaráðuneytið, 1960. 84 p.
- 21 *Skólaskýrsla barna- og gagnfræðaskóla Reykjavíkurbæjar* (Reports of Reykjavík's primary and lower secondary schools), 1958- . Annual.
- 22 *Skólaskýrslur menntaskólanna* (Reports of the gymnasias).
Published by each school, covering one or two years at a time.

- 23 *Árbaekur Háskóla Íslands* (The yearbooks of the University of Iceland), 1912- . Annual.
- 24 *Skrá Menntamálaráðuneytisins um skóla, söfn o. fl.* (List of schools, museums, etc.). Reykjavík, Menntamálaráðuneytið, 1959. 50 p.
Also revised and published as a part of the *Ríkishandbók* (State directory) issued in Reykjavík in 1961.

Educational studies and research

Although educational research in Iceland is of comparatively recent date, the understanding of research and interest in this type of work is greatly increasing. The first considerable financial assistance given by the State consisted of grants by the Ministry of Education in 1945-56 to subvention studies of the intellectual standard of Icelandic children and young people. The result was a standardization of a system of intelligence tests modelled on the Binet-Stanford tests. An account of these studies together with a system of tests appeared in:

- 25 JÓNASSON, Matthías. *Greindarproski og greindarpróf* (Intelligence standard and intelligence tests). Reykjavík, Menntamálaráðuneytið, 1956. 310 p. Tables and diagrams.

Studies have been carried on also in a comparison of the standard of intelligence and examination results in certain examinations which are of importance in the system of Icelandic education. These studies have not yet been concluded.

The centre of this research is the Educational Department of the University of Iceland.

Other works in the field of research include:

- 26 ÁGÚSTSSON, Símon Jóhannes. *Hagnýt sálarfræði* (Practical psychology). Reykjavík, Hlaðbúð, 1956. 495 p.
- 27 ——. *Álitamál* (Matter of opinion). Reykjavík, Ísafoldarprentsmiðja h.f., 1959. 300 p.
Essays on psychology and education.
- 28 JÓNASSON, Matthías. *Athöfn og uppeldi* (Creative education). Reykjavík, Hlaðbúð, 1947. 320 p.
- 29 ——. *Nýjar menntabrautir* (New roads in education). Reykjavík, Heimskringla, 1955. 218 p.
- 30 —, et al. *Erfið börn* (Difficult children). Reykjavík, Hlaðbúð, 1959. 197 p.
Written with the co-operation of several Icelandic psychologists and other specialists.

- 31 STRAND, Karl. *Hugur einn það veit* (Only the mind knows). Reykjavík, Almenna bókafélagið, 1960. 200 p.

The following essays were printed in the journal *Menntamál* (Education), published by the Union of Secondary School Teachers and the Union of Primary School Teachers:

- 32 BJÖRNSSON, Sigurjón. 'Geðvernd barna og unglunga' (Mental care of children and young people). *Menntamál*, no. 3, 1959; no. 1, 1960.
- 33 PÁLSSON, Jónas. 'Um rannsókn á forsagnargildi landsprófs miðskóla' (Studies of the predictive value of middle school certificate examinations). *Menntamál*, no. 3, 1957.

Jónas Pálsson and Ásgeir Guðmundsson are studying the relationship of the school intelligence standard of young children and their study standard in the first three classes of the educational system. They are making a statistical comparison between intelligence quotient, school standard and study standard. These studies have not been completed, but some conclusions are available for issue number 1 of *Menntamál* for 1961.

Kristinn Björnsson is working on standardization of the Wechsler-Bellevue intelligence tests in Iceland. He is making a statistical and factorial analytical comparison of examination results with the Icelandic intelligence tests (Mr. Jónasson's intelligence scale) and the Wechsler tests. These studies have not yet been concluded.

Certain works mentioned above [26-30] are used as textbooks in the University of Iceland and in the Teachers' Training College.

In addition to Icelandic books, Scandinavian, English, American and German textbooks are used.

Textbooks and instructional materials

- 34 RÍKISÚTGÁFA NÁMSBÓKA (The State Educational Publishing Department).
Established by law in 1936, publishes textbooks for compulsory education; these books are free to pupils. The Department publishes a list of its textbooks and instructional materials.

All publishers are, however, free to publish textbooks; usually the authors contract directly with the publishers. Sometimes such books are published at the initiative of the educational authorities.

In some schools, as for example the gymnasia and certain special schools, foreign textbooks are used also.

For further information on textbooks, see pages 133-5 of

- 35 INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, 22nd, Geneva, 1959. *Primary school textbooks; preparation, selection, use*. Paris/Geneva, Unesco/International Bureau of Education [1959]. 245 p. (Publication no. 204).

Besides Ríkisútgáfa námsbóka, the principal publishers of textbooks are the following:

Ísafoldarprentsmiðja HF, Þingholtsstræti 5, Reykjavík.

Bókaverzlun Sigfúsar Eymundssonar, Austurstræti 18, Reykjavík.

Þorsteinn M. Jónsson, Akureyri.

Most publishers in Iceland are members of an organization called

- 36 BÓKSALAFÉLAG ÍSLANDS
c/o Gunnar Einarsson, Prentsmiðjan Leiftur, Reykjavík.

The State Centre for Educational Films is

- 37 KENNSLUKVÍKMYNDASAFN RÍKISINS
Laufásvegur 16, Reykjavík.

Established by law in 1938. This centre lends films free of charge to schools, associations and institutions engaged in cultural work. It has slides also. Publishes catalogues.

- 38 KENNSLUKVÍKMYNDASAFN RÍKISINS. *Kvikmyndaskrá* (List of films). Reykjavík, 1959. 103 p.
- 39 —. *Skrá um myndræmur fyrir skóla* (List of film slides for schools). Reykjavík, 1960. 104 p.

Education associations

The principal groups of teachers have their trade unions, whose main functions are to look after the interests of the members and to study and introduce new methods of education.

There are also two societies primarily concerned with the education of children:

- 40 BARNAVERNDARFÉLAG ÍSLANDS (The Society for the Protection of Children)
Reykjavík.
- 41 BARNAVINAFÉLAGIÐ SUMARGJÖF (The Friends of Children)
Fornhagi 8, Reykjavík.

The principal nation-wide associations of teachers are the following:

- 42 LANDSSAMBAND FRAMHALDSSKÓLAKENNARRA (The Union of Secondary School Teachers)
Reykjavík.
- 43 SAMBAND ÍSLENZKRA BARNAKENNARA (The Union of Primary School Teachers in Iceland)
Reykjavík.
- 44 FÉLAG MENNTASKÓLAKENNARA (The Society of Gymnasium Teachers)
Reykjavík.
- 45 HANDAVINNUKENNARAFÉLAG ÍSLANDS
Reykjavík.
This association is concerned with arts and crafts.
- 46 ÍÐRÓTTAKENNARAFÉLAG ÍSLANDS
Reykjavík.
An association for physical training.
- 47 TEIKNIKENNARAFÉLAG ÍSLANDS
Reykjavík.
An association concerned with drawing.
- 48 KENNARAFÉLAGIÐ HÚSSTJÓRN
Reykjavík.
Domestic science is the field of this association.
- 49 SÖNGKENNARAFÉLAG ÍSLANDS
Reykjavík.
Specializes in the field of music.

See below for periodicals of certain of these associations.

Educational journals

Data on the journals *Menntamál* and *Heimili og skóli* may be found in the *International list of educational periodicals* [International sources 3].

Two other important periodicals for education are:

- 50 *Ársskýrsla Barnaverndarráðs Íslands* (The yearly report of the Council for Protection of Children). 1932- . Annual.

- 51 *Skólaþróttir* (Physical training in the schools). 3 or 4 mimeographed issues yearly.
Published by the Director of Physical Education.

Educational statistics

The Office of the Director of Public Education publishes an annual report on the number of schools, teachers and pupils throughout Iceland.

The Director of Physical Education publishes every three years a mimeographed report on physical education in the schools.

See also the *International yearbook of education* [International sources 5].

Education biography

- 52 *Kennaratal á Íslandi* (Teachers in Iceland). Reykjavík, Prentsmiðjan Oddi HF, 1956- . Vols. I-III, 480 p.; vols. IV-V, 288 p.

Of the six volumes planned, five have appeared so far. This work contains short biographies of all teachers in Iceland since approximately 1800. Information can be found concerning the teacher's family, his education and his work—especially in the teaching field—as well as on books and essays written by him.

Education libraries and museums

The major libraries with collections relating to education are:

- 53 LANDSBÓKASAFN ÍSLANDS (The National Library)
Reykjavík.
- 54 HÁSKÓLABÓKASAFNIÐ Í REYKJAVÍK (The University Library)
Reykjavík.
- 55 BÓKASAFN KENNARASKÓLA ÍSLANDS (The Library of the Teachers' Training College)
Reykjavík.

Inter-availability of educational resources

See *Study abroad* [International sources 10].

There is, at present, no national documentation centre for education in India, but the responsibility for the general co-ordination, collection and supply of educational information for the country as a whole rests with

- 1 THE MINISTRY OF EDUCATION
New Delhi.

The Central Secretariat Library of the Ministry, which contains a large collection of books, periodicals, pamphlets, documents, etc., serves as a centre for educational information and also publishes regularly the following indexing and abstracting journals, covering education articles in both education and non-education journals received in the library.

Current education literature [172].

Education abroad [173].

Indian education abstracts [175].

Indian education index [176].

- 2 Another source of information is the
INDIAN ADULT EDUCATION ASSOCIATION
30 Faiz Bazar, Delhi.

This association serves also as an important centre of documentation, through its National Clearing House of Social Education, established in 1957. It publishes *Indian adult education abstracts* [174].

Reference works

Very little work on educational documentation was done in pre-independence India. Several books on the history of Indian education, published before and after 1947, provide substantial bibliographies of educational literature relating to the country. Among these may be mentioned:

- 3 NURALLAH, Syed; NAIK, J. P. *History of education in India during the British period*, 2nd ed. Bombay, Macmillan, 1951.

The bibliographical note in this book extends over 30 pages and is intended (a) to list a few of the important books on Indian education; (b) to indicate some of the problems of historical research in Indian education that need further investigation; and (c) to offer a few suggestions to the reader who is interested in some problem of Indian education and desires to know how to study it.

A good deal of literature of Indian education is published in several Indian languages. Its proportion has increased considerably in recent times. Sahitya Akademi (Academy of Letters), New Delhi, will publish shortly a national bibliography of Indian literature including all publications of literary merit, as also works of abiding value which come under the

purview of humanities, written by Indian authors during the period from 1901 to 1953. This bibliography will include most of the important books published during that period in various Indian languages on Indian education.

With the passing of the Delivery of Books (Public Libraries) Act in 1954, every book published in India since that date has been deposited in three major libraries in the country. The *Indian national bibliography* [8], which began listing these from 1958 onwards, will eventually cover the period from 1954 to 1957.

Books on Indian education will also be found listed in

- 4 *Cumulative book index*, 1898- . New York, H. W. Wilson.
A world list of books in the English language.

Listed below are a few general reference works which both provide ready reference information on education and serve as sources of educational information in India:

- 5 ALL INDIA CONGRESS COMMITTEE, New Delhi. *14th year of freedom*. New Delhi, Publications Division, Ministry of Information and Broadcasting, 1961. First published in 1948, this annual work reviews progress made during the year. The chapters on education and cultural activities provide an account of progress in all aspects of education, including details on special schemes, money spent, etc.

Directory of institutions for higher education [83].

- 6 INDIA.¹ CENTRAL ADVISORY BOARD OF EDUCATION. *Silver jubilee souvenir (1935-60)*. Delhi, Manager of Publications, 1961.

Contains the addresses of chairmen and proceedings of all meetings from the first to the twenty-seventh, inclusive; contains also a comprehensive bibliography of the publications of the Ministry of Education.

- 7 *India, a reference annual*, 1953- . New Delhi, Ministry of Information and Broadcasting, Publications Division. Annual.

Provides authentic information on diverse aspects of national life and activities. The chapter on education covers statistical and general information about all aspects of education. Other relevant chapters are those on cultural activities and on scientific research. Includes a selected general bibliography.

- 8 *Indian national bibliography*, 1958- . Calcutta, Central Reference Library, 1958- . Quarterly, with annual cumulations.

Gives in one sequence, with Dewey Decimal Classification, all books on education in almost all languages published in

1. In order to avoid confusion when India or one of the various States is the author of a publication, we have retained the appropriate name in the heading.

India and received under the Delivery of Books (Public Libraries) Act 1954. Class numbers by Colon Classification are also provided.

Nifor guide to Indian periodicals, 1955-56 [177].

- 9 *Times of India directory and year book, including who's who, 1954-55*. Bombay, Times of India. Formerly issued under titles *India year book*, and *India and Pakistan year book*. A ready reference work providing, in its chapter on education, statistical and general information about education in India. It lists universities, with names of vice-chancellors, and all non-affiliated institutions for degree or diploma in various fields. The yearbook includes also lists of cultural, scientific and education institutions and associations.

Legislative and policy documentation

- 10 INDIA. *Constitution of India, as modified up to 1st July, 1960*. Delhi, Manager of Publications, 1960.

According to the Constitution, education is a State matter; but authority to legislate for Union Territories and for the subjects specified below is vested in the Union Government: (a) the institutions known at the commencement of the Constitution as the Benaras Hindu University, the Aligarh Muslim University and the Delhi University, and any other institution declared by Parliament by law to be an institution of national importance; (b) institutions for scientific or technical education financed wholly or in part by the Government of India and declared by Parliament by law to be institutions of national importance; (c) union agencies and institutions for professional, vocational or technical training, including the training of police officers, or the promotion of special studies or research, or scientific or technical assistance in the investigation or detection of crime; (d) co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

The subject of 'vocational and technical training of labour' is included in the 'concurrent list' in the Constitution. It implies that both the Government of India and the State Governments may legislate thereon.

In all other educational matters, the authority to legislate is vested in the State Governments.

The legislation passed by the State Governments as well as by the Government of India is designated as laws. In case of emergency, ordinances are also issued, but these are later replaced by laws. For some Union Territories, the President is authorized to issue regulations under Article 240 of the Constitution.

Educational legislation in India is available in two categories of documents. The first, general codes, contains legislation on all subjects, including education. The second, educational codes, contains legislation relating to educational matters only. An indication of the documents available under both these categories has been given in this section.

Discussion of educational policy is available in two other important categories of documents. The first is the proceedings of the legislatures—the Parliament of India as well as the State Legislatures. These proceedings contain replies to questions, statements of policy, discussions on specific resolutions—official and non-official—discussions on bills introduced, discussion of annual budgets when questions of educational policy are raised and examined, etc. The proceedings of Parliament as well as of State Legislatures are readily available and form a useful source of reference.

The Government of India and the State Governments often appoint commissions and committees to examine different aspects of educational problems. The reports of such commissions and committees form the second important category of documents bearing on educational policy. A very large number of reports of such bodies, covering an immense variety of problems, is available. The more important of these have been listed below. A complete list could be made from the catalogues of government publications brought out by the Government of India as well as by the State Governments.

Codes (general)

Acts passed by the Indian Parliament and State Legislatures are published in the Government of India gazette and State gazettes respectively. Later these acts are compiled into what are called codes. A number of these codes which have been issued recently are listed below with volume and page reference to portions relating to education. Codes for a few States are not available in bound form at present. Education Acts passed by the legislatures of these States have, therefore, to be located in the gazettes of each State.

- 11 *India code*. Delhi, Manager of publications. Vol. 4, 1955, pt. 6, Education, p. 1-126.
- 12 *Assam code*. Shillong, Assam Government Press. Vol. 3, 1940, p. 224; vol. 4, 1958, p. 117-35.
- 13 *Bihar code*. Patna, Government Printing. Vol. 3, 1933, p. 191-9; vol. 4, 1955, p. 835-914, 1049-59.

- 14 *Bombay code*. Bombay Government Printing, Publications and Stationery Department, 1955- . Vol. 2, pt. 1, p. 1717-40; vol. 3, pt. 1, p. 2925-54, 3051-82, 3440; vol. 4, pt. 1, p. 4479-82. Since 1 May 1960, two separate States, Maharashtra and Gujarat, constitute the former State of Bombay.
- 15 *Delhi code*. Delhi, Manager of Publications, 1960- . Vol. 1, p. 11-27.
- 16 *Laws of Jammu and Kashmir*. Jammu, Government Press. Vol. 2, 1956, p. 599-603; vol. 4, 1956, p. 867-8.
- 17 *Mysore code*. Bangalore, Printing Stationery and Publications Department. Vol. 2, 1955, p. 170-89.
- 18 *Punjab code*. Simla, Controller of Printing and Stationery. Vol. 2, 1953, p. 410-16, 647, 948, 957; vol. 3, 1953, p. 4-26.
- 19 *Rajasthan code*. Jodhpur, Government Press. Vol. 3, 1958, p. 1835-38, 2009-2028.
- 20 *Uttar Pradesh code*. Lucknow, Printing Stationery, 1954-55. Vol. 1, p. 89-183; vol. 2, p. 144-66, 232-54, 358-63, 674-79; vol. 3, 273-83, 383-407; vol. 4, p. 129-34, 271-9; vol. 5, p. 3, 115-36, 285.
- 21 *West Bengal code*. Calcutta, West Bengal Government Press. Vol. 6, 1957, p. 201-32, 253-54; vol. 7, 1957, p. 153-5, 283-90.
- 25 BIHAR. DEPARTMENT OF PUBLIC INSTRUCTION. *Bihar education code (1944)*. Patna, Government Press, 1957. 432 p.
- 26 MYSORE. DIRECTOR OF PUBLIC INSTRUCTION. *Educational rules*. Bangalore, Government Press, 1952. (Mysore Educational Manuals, vol. 2).
- 27 ——. *Mysore educational grant-in-aid code and rules regulating the aided schools' provident fund*. Bangalore, Government Press, 1952. (Mysore Educational Manuals, vol. 7).
- 28 ORISSA. DEPARTMENT OF PUBLIC INSTRUCTION. *Orissa education code*. Cuttack, Prajatantra Press, 1952. Policy documentation.

Parliamentary debates may be found in:

- 29 INDIA. *Index to Lok Sabha debates*, 1954- .
- 30 ——. *Index to Rajya Sabha debates*, 1954- .

The Indian Parliament is the Central Legislature in India; it has two Houses—Lok Sabha (House of the People) and Rajya Sabha (Council of States). An index to debates in the Houses is issued regularly for each session. It consists of separate indexes for Lok Sabha and for Rajya Sabha, each in two parts—a name index and a subject index. This is very helpful in locating debates on education in both the Houses. Indexes to debates of State Legislatures are also available, sometimes separately and sometimes bound with the debates. They can be traced from the catalogues of the publications of the various States.

- 31 ——. MANAGER OF PUBLICATIONS. *Catalogue of civil publications*, corrected up to 1953. Delhi, Government of India Publication Branch, 1953.
———. *Supplement 1954*, 1955.
———. *Monthly supplement*.

Catalogues of publications of each State are issued periodically and are available from the Superintendent of Printing and Stationery of each State, located at the Capital of the State.

Committee and commission reports

Recommendations of committees and commissions are not policy documents in themselves, but often form the basis of, or influence, government policy.

- 32 INDIA. BACKWARD CLASSES COMMISSION. *Report*, 1955. Chairman: Kaka Kalelkar. Simla, Government of India Press, 1955. 3 vols in 1.

Codes (educational)

The Educational Codes are published by State Departments of Public Instruction. They contain the rules and orders of the Education Departments of each State and, in addition, provide information about the educational set-up in the State, controlling, directing and inspecting agencies at various levels, powers and functions of various officers, their inter-relations, etc. Many of the codes were compiled before Independence and several of them are known to be under revision as a result of the reorganization of States and the changed pattern of education. Therefore only some of the codes are listed below.

- 22 ANDHRA PRADESH. DEPARTMENT OF PUBLIC INSTRUCTION. *Andhra educational inspection code (1950)*. Kurnool, Andhra Government Press, 1956.
- 23 ——. EDUCATION DEPARTMENT. *Grant-in-aid code of the Andhra Pradesh Educational Department*. Hyderabad, Government Press, 1957.
- 24 ASSAM. EDUCATION DEPARTMENT. *Rules and orders*. Vol. 1, 1955. Shillong, Assam Government Press, 1956.

- 33 INDIA. COMMITTEE ON HIGHER EDUCATION FOR RURAL AREAS. *Report*. New Delhi, Ministry of Education, 1955. 77 p.
- 34 —. COMMITTEE ON RELIGIOUS AND MORAL INSTRUCTION, 1959. *Report*. New Delhi, Ministry of Education, 1960. 21 p.
- 35 —. COMMITTEE ON RURAL EDUCATION, 1957. *Report*. New Delhi, Ministry of Education, 1959. 52 p.
- 36 —. MINISTRY OF EDUCATION. *List of publications issued by Ministry of Education (1935-60)*. New Delhi, 1961.
- 37 —. —. *Report of the three-year degree course Estimate Committee*. New Delhi, 1958.
- . NATIONAL COMMITTEE ON WOMEN'S EDUCATION. *Report* [115].
- 38 —. NATIONAL SERVICES COMMITTEE, 1959-60. *Report*. New Delhi, Ministry of Education [1961].
- 39 —. OFFICIAL LANGUAGE COMMISSION. *Report, 1956*. Chairman: B. G. Kher. New Delhi, Government of India Press, 1957. xiv, 495 p.
- 40 —. SANSKRIT COMMISSION. *Report, 1956-57*. Chairman: S. K. Chatterjee. Delhi, Manager of Publications, 1958. 438 p.
- . SECONDARY EDUCATION COMMISSION, 1952-53. *Report* [81].
- . UNIVERSITY EDUCATION COMMISSION, 1948-49. *Report* [88].
- 41 —. TECHNICAL TRAINING COMMITTEE, 1956. *Report*. New Delhi, Ministry of Commerce and Industry [1957?]. 91 p.

Reports of planning bodies are noted below [42-47]. Page references are to sections applying specifically to education.

- 42 —. PLANNING COMMISSION. *First five year plan*. New Delhi, 1952. p. 525-69.
- 43 —. —. *Review of the first five year plan, 1957*. Delhi, Manager of Publications, 1957. p. 249-61.
- 44 —. —. *Second five year plan*. New Delhi, 1956. p. 500-22.
- 45 —. —. *Second five year plan: education and social services*. Delhi, Manager of Publications, 1957. 643 p.
- 46 —. —. *Second five year plan progress report, 1958-59*. Delhi, Manager of Publications, 1960. p. 134-42.

- 47 —. —. *Third five year plan*. New Delhi, 1961. p. 573-615.

Administration of the educational system

In India, educational administration is carried on at three levels—the Union Government, the State Governments and the local bodies.

The Union Government is responsible for the administration of central universities and central educational institutions and also for the development of education in Union Territories. In respect of education in the States, it exercises the usual federal functions of co-ordination, clearing house and financial assistance.

The State Governments are in over-all charge of the administration of education, except to the extent that powers are delegated by them to the local bodies. By and large, it may be said that the local bodies are in charge of primary education, while secondary, higher and technical education continue to be a responsibility of the State Governments.

The main source of information regarding the administration of education in India is the annual and other reports on education which are published by the Government of India and the State Governments. Some of the more important publications of this type issued by the Government of India are listed below.

Following are two reports on education:

- 48 MINISTRY OF EDUCATION. *Annual report, 1949-50*. New Delhi, Government of India Press, 1950- . Annual.
- 49 MINISTRY OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS. *Report*. New Delhi, Government of India Press, 1959- . Annual.

Documents concerned with executive, administrative and supervisory functions include:

- 50 MINISTRY OF EDUCATION. *Report of the committee on the relationship between state government and local bodies in the administration of primary education*. Delhi, Manager of Publications, 1954. 210 p.
- 51 —. *Report of the committee on ways and means of financing educational developments in India*. New Delhi, 1960.
- 52 —. *Indian university administration*. Delhi, Manager of Publications, 1958. 149 p.

In addition, every State Government brings out its own annual report on education. The State Govern-

ments have also appointed a number of committees with a view to improving administrative practices. Details of these reports will be found in the catalogues of official publications issued by State Governments.

Structure and organization

The educational system of India is divided into three distinct stages—primary, secondary and university. The pre-primary stage, which covers the age group 3 to 6 years, is not yet adequately developed. The primary stage covers a period of seven years in some States and eight years in others, and is generally subdivided into two stages of four plus three, or five plus two, or five plus three. The secondary course covers three years in some States and four years in others, the total duration of primary and secondary courses being 11 years. The university stage covers a period of three years in some States and four years in others. Technical education is fairly well developed and is provided at the secondary and higher stages. A distinctive feature of the primary system of education in India is the adoption of basic education, the objective of which is to develop the total personality of the child by relating education to his physical and social environment and by imparting it, as far as possible, through a useful productive craft.

For syllabuses of courses, including recommended textbooks, see the section on 'Textbooks and instructional materials', below.

General

- 53 BASU, Anathnath. *Education in modern India: a brief review*. Calcutta, Orient Book Co., 1947. 184 p.
- 54 KABIR, Humayun. *Education in new India*, 2nd ed. London, Allen and Unwin, 1959. 235 p.
- 55 MUDALIAR, A. Lakshmanaswamy. *Education in India*. Bombay, Asia Publishing House, 1960. 84 p.
- 56 MUKERJI, S. N. *Education in India to-day and tomorrow*. Baroda, Acharya Book Depot, 1950. 248 p.
- 57 ——. *History of education in India (Modern period)*, 3rd ed. Baroda, Acharya Book Depot, 1957. 341 p.
- 58 MUKHERJEE, L. *Problems of administration of education in India*. Allahabad, Kitab Mahal, 1960. 296 p.
- 59 SHRIMALI, K. L. *Problems of education in India: selected speeches (1955-1960)*. New Delhi, Ministry of Education, Publications Division, 1961. 194 p.

These speeches by the Minister for Education cover a wide range of educational topics and in a sense express government thinking about the present and future of education in India.

- 60 SIQUEIRA, T. N. *Modern Indian education*. Bombay, Oxford University Press, 1960. 276 p.

Primary and basic education

- 61 ALL INDIA COUNCIL FOR ELEMENTARY EDUCATION. *Report of the proceedings of the 1st meeting held on 10th and 11th March, 1958*. Delhi, Ministry of Education, 1958. iv, 121 p.
- 62 AVINASHILINGAM, T. S. *Understanding basic education*. Delhi, Ministry of Education, 1954. 61 p.
- 63 BOMBAY. DIRECTORATE OF PUBLICITY. *Basic education—its role in national regeneration*. Bombay, 1950. 66 p.
- 64 ——. INTEGRATION COMMITTEE FOR PRIMARY EDUCATION. *Report*. Bombay, Government Printing, 1959. ii, 106 p.
- 65 CHAUDHURI, I. S. *Basic school organisation*. Chandigarh, Mohindra Capital Publishers, 1957. 214 p.
- 66 GANDHI, M. K. *Basic education*. Ahmedabad, Navajivan Publishing House, 1951. 114 p.
- 67 ——. *Towards new education*. Ahmedabad, Navajivan Publishing House, s.d. 90 p.
- 68 INDIA. MINISTRY OF EDUCATION. *Planning schools for India*. Delhi, 1959. 111 p.
- 69 MATHUR, Vishwanath Sahai. *Future in basic education*. Jullundur, Basic Education Publishers. s.d. 100 p.
- 70 NAIK, J. P. *Single-teacher school*. Delhi, Ministry of Education, 1953. 60 p.
- 71 NATIONAL INSTITUTE OF BASIC EDUCATION, Delhi. *Basic education bibliography*. Delhi, Manager of Publications, 1960. 52 p.
The National Institute for Basic Education was established in 1956. In addition to issuing *Basic education abstracts* [171], thanks to its well equipped library the institute can furnish all types of information regarding basic education in India.
- 72 RAMACHANDRAN, G. *Orienting primary schools towards the basic pattern*. New Delhi, Ministry of Education, 1957. 16 p.
- 73 RAMSVARUP. *Suggestions for the organisation of basic schools*. Nabha, Azad Book-sellers and Publishers, 1957. 112 p.
- 74 SUBBARAO, C. S. *Basic education in practice*. Secunderabad, Ajanta Publishers, 1958. 161 p.

Secondary education

- 75 BHATIA, Hansraj. *New deal in secondary education*. Calcutta, Orient Longmans, 1959. 313 p.
- 76 BOMBAY. INTEGRATION COMMITTEE FOR SECONDARY EDUCATION, 1958-59. *Report*. Bombay, Government Printing, 1959. 437 p.
- 77 INDIA. CENTRAL ADVISORY BOARD OF EDUCATION. *Report of the committee on secondary education in India*. New Delhi, Government of India Press, 1948. 11 p. (Bureau of Education, Pamphlet, 52).
- 78 —. MINISTRY OF EDUCATION. *New deal for secondary education*. Delhi, Manager of Publications, 1953. 53 p.
- 79 —. —. *Plan for secondary education*. Delhi, 1955. 18 p. (Publication no. 181).
- 80 —. —. *New pattern of secondary education*. Delhi, 1960.
- 81 —. SECONDARY EDUCATION COMMISSION, 1952-53. *Report*. Chairman: A. Lakshmanaswamy Mudaliar. New Delhi, Ministry of Education, 1953. 309 p.
- 82 MUKERJI, S. N. *Secondary school administration; its principles and functions in India*. Baroda, Acharya Book Depot, 1959. 348 p.

Universities and higher education

- 83 *Directory of institutions for higher education, 1953- .* New Delhi, Ministry of Education. Annual. Title varies.
Gives information about the courses of study available in the colleges and describes the type, jurisdiction, departments of studies and academic terms of the universities, together with the medium of examination used in each. It provides information also about colleges affiliated to Boards of Intermediate Education as well as non-affiliated and research institutions.
- 84 DESHMUKH, C. D. *In the portals of Indian universities*. New Delhi, University Grants Commission, 1959. 336 p.
- 85 *General education: a colloquium of the staff of Wilson College, Bombay, held at Karla Camp, Bombay State*. Calcutta, YMCA Publishing House, 1958. 64 p.
- 86 INDIA. MINISTRY OF EDUCATION. *Aims and objectives of university education in India*. Delhi, 1954.
- 87 —. —. *Higher education in India*. Delhi, 1953.
- . —. *Indian university administration* [52].

- 88 —. UNIVERSITY EDUCATION COMMISSION, 1948-49. *Report*. Chairman: S. Radhakrishnan. Delhi, Manager of Publications, 1949-51. 2 vols. in 3.
- 89 —. UNIVERSITY GRANTS COMMISSION. *Report, 1953-57- .* New Delhi, Biennial.
The commission was constituted by the Government in 1953 for the co-ordination and determination of standards in institutions of higher education.
- 90 —. —. *Report on the problems of the medium of instruction in the universities and colleges*. Chairman: H. N. Kunzru. New Delhi, 1959.
- 91 MATHAI, Samuel. *Indian universities*. New Delhi, Ministry of Education, 1956. 12 p.
- 92 MENON, T. K. N. *Symposium: general education*. Baroda, M. S. University, 1960. 206 p.
- 93 MUKERJI, S. N. *Higher education and rural India*. Baroda, Acharya Book Depot, 1956. 342 p.
- 94 PARIKH, G. D. *General education and Indian universities*. Bombay, Asia Publishing House, 1959. 204 p.

Teacher education

- 95 INDIA. MINISTRY OF EDUCATION. *Syllabus for emergency teacher training under the second five year plan*. Delhi, 1955.
- 96 —. —. *Draft syllabus for secondary teacher training*. Delhi, 1959.
- 97 LAWRENCE, H. S. S. *In-service teacher education*. Delhi, Ministry of Education, 1956. 46 p.
- 98 PANANDIKAR, S. *Teacher in India today*. Delhi, Ministry of Education, 1957.
- 99 SHRIMALI, K. L. *Better teacher education*. Delhi, Ministry of Education, 1954.

Special education

- 100 INDIA. MINISTRY OF EDUCATION. *Report on delinquent children and juvenile offenders in India*. Delhi, 1955.
- 101 JUSSAWALLA, K. N. K. *Louis Braille and all that*. Bombay, National Association for the Blind, 1959. 24 p.

Adult education, social education

- 102 DUTTA, S. C., ed. *On to eternity*. New Delhi, All India Adult Education Association, 1959. vi, 186 p.

- 103 INDIAN ADULT EDUCATION ASSOCIATION, New Delhi. *Adult education miscellany, community organisation in adult education*. New Delhi, 1960. 40 p.
- 104 ——. *Social education and the second five year plan: a symposium*. New Delhi, 1959. 32 p.
- 105 LINGAPPA, K. R. *A Challenge to social education*. Bangalore, the Author, 1958. 55 p.
- 106 NATIONAL LIBRARY, Calcutta. *Adult education: bibliography of selected books*. Calcutta, 1953. 68 p.
- 107 NATIONAL SEMINAR ON SOCIAL EDUCATION IN URBAN AREAS, Lucknow, 1958. *Social education in urban areas; report of the seminar*. New Delhi, Adult Education Association, 1959.
- 108 SABBARVAL, J. L. *Social education organizer*, ed. by S. N. Ranade. Delhi, School of Social Work, 1960. 50 p.

Audio-visual education

- 109 ALL-INDIA TEACHERS' CONFERENCE ON AUDIO-VISUAL EDUCATION, 1956. *Proceedings*. Delhi, Ministry of Education, 1957.
- 110 CHAKRAVARTY, S. K. *Audio-visual education in India*. Calcutta, Das Gupta, 1957. 130 p.
- 111 GREEN, Thomas Leslie. *Visual approach to teaching*. Bombay, Oxford University Press, 1960. 403 p. (Teaching in India series).
- 112 SEATON, Marie. *Film as an education force in India*. Delhi, Ministry of Education, 1956.

Physical education is treated in:

- 113 TIRUNARAYANAN, C.; HARIHARAN, S. *Methods in physical education*. Karaikudi, the Authors, 1959. 196 p.

The next five references concern women's education:

- 114 INDIA. MINISTRY OF EDUCATION. *Education of girls and women in India*. Delhi, 1952.
- 115 ——. NATIONAL COMMITTEE ON WOMEN'S EDUCATION. *Report*. Delhi, Manager of Publications, 1959. 335 p.
- 116 ——. NATIONAL COUNCIL FOR WOMEN'S EDUCATION. *Annual report, 1959-60*. Delhi, Ministry of Education, 1960.
- 117 ——. WOMEN'S EDUCATION COMMITTEE. *Report on primary education of girls in India*. Delhi, 1936.

- 118 SEN GUPTA, Padmini. *Women's education in India*. Delhi, Ministry of Education, 1960. 30 p.

Educational studies and research

While educational research in India is not yet adequately developed, steps have been taken to establish it at a national level. In 1947 the Government set up the Central Committee for Educational Research as an advisory body. It is now proposed to expand this committee into a National Council for Educational Research. Another research group is the

- 119 CENTRAL INSTITUTE OF EDUCATION
Delhi.

This institute was also set up in 1947 by the Government as a centre of training and research. In recent years the *Principal's report* has included a list of research in progress, and studies and reports published or in the press. The institute has also published

- 120 CENTRAL INSTITUTE OF EDUCATION. *A Decade in retrospect, 1947-1957*. Delhi [1958?]. 19, xvi p. Includes a list of research studies completed by Master of Education candidates.

As a further step in the development of a national centre for research in professional education, the Central Bureau of Textbook Research and the Central Bureau of Educational and Vocational Guidance were merged with the institute in 1960.

In the same year a Research and Publications Division was created within the Ministry of Education to handle the promotion, co-ordination and publication of educational research in India.

Some research is also being carried out in Departments of Education of Indian universities and in training colleges, and some States have established State Bureaux of Education.

Following are sources for locating research results and research in progress, including the main research centres and those specializing in certain fields of education.

- 121 ALLAHABAD UNIVERSITY. *Research in education*. 1961. *Directory of institutions for higher education* [83].
- 122 INDIA. INTER-UNIVERSITY BOARD. *List of subjects in arts and sciences in which research work was carried out in the universities/research institutions*. Delhi, 1952-54.
- 123 PRANTIYA SHIKSHAN MAHAVIDYALAYA, Jabalpur. *Research in education*. Jabalpur, s.d.

Educational theory

- 124 AVINASHILINGAM, T.S.; SWAMINATHAN, K., eds. *World teachers on education*. Coimbatore, Sri Ramakrishna Mission Vidyalaya, 1958. 187 p.
- 125 BHAVE, Vinoba. *Thoughts on education*. Kashi, Akhil Bharat Sarva Seva Sangh, 1959. 262 p.
- 126 GAIND, D. N.; SHARMA, R. P. *Educational theories and modern trends*. Agra, Ramprasad and Sons, 1961. 426 p.
- 127 GHOSH, Aurobindo. *Education*, by Aurobindo Ghosh and the Mother.¹ Pondicherry, Sri Aurobindo International Centre of Education, 1960. 130 p.
- 128 GORDON, D. S. *Principles and practice of education*. Madras, Christian Literature Society, 1957. 373 p.
- 129 KRISHNAMURTI, J. *Education and the significance of life*. London, Gollancz, 1955. 128 p.
- 130 LIMAYE, D. J. *Dynamics of education*. Bombay, Usha Prakashan, 1960. 431 p.
- 131 MARATHE, R. M. *Principles of education*, 2nd ed. Kolhapur, School and College Book Stall, 1958. 217 p.
- 132 PILLAI, Narayanan Paramesvaran. *Educational aims of Mahatma Gandhi*. Trivandrum, Kalyan Mandir Publications, 1959. 318 p.
- 133 RATNA, Navaratnam. *New frontiers in East-West philosophies of education*. Bombay, Orient Longmans, 1958. 155 p.
- 134 SHARMA, K. R. *Theory and principles of education*. Delhi, Doaba House, 1958. 238 p.

Educational psychology

- 135 BHATIA, H. R. *Elements of education psychology*. Bombay, Longmans, 1953. 372 p.
- 136 BHATNAGAR, R. P. *Study of educational psychology*, 2nd ed. Gorakhpur, Vishwavidyalaya Prakashan, 1959. 308 p.
- 137 BOAZ, G. D. *Educational psychology*. Madras, the Author, 1958. 303 p.
- 138 MATHEW, Annilivel V. *Psychology and principles of education*, 3rd ed. Tiruvalla, Literature Press, 1958. 533 p.
- 139 PATEL, A. S. *Experimental study of some factors in suggestion*. Baroda, M. S. University, 1958. 34 p.
- 140 PINKUS, Helen, ed. *Case records for teaching purposes*. Baroda, M. S. University, 1959. 136 p.

- 141 RYBURN, William Morton. *Introduction to educational psychology*, 2nd ed. Calcutta, Oxford University Press, 1959. 296 p. (Teaching in India series).
- 142 SATYAPAL. *Textbook of psychology in education*. Jullundur, Arun Prakashan. 272 p.
- 143 SHUKLA, L. R. *Elements of educational psychology*. Varanasi, Nand Kishore, 1956. 401 p.

Educational sociology

- 144 DATTA, Satkari. *Place of love in education*. Jullundur, University Publishers, 1960. 116 p.
- 145 PREMNATH. *Bases of education, a philosophical and social approach*. Delhi, S. Chand, 1957. 279 p.
- 146 SAIYIDAIN, K. G. *Education, culture and the social order*. Bombay, Asia Publishing House, 1952. 317 p.
- 147 THAKAR, R. S. *Study of human relationships in a secondary school*. Baroda, M. S. University, 1958. 23 p.

Comparative education

- 148 DIVEKAR, S. M. *Outline of the educational administrative set-up in the U.S.A., the U.S.S.R., England, China and Japan, in relation to India*. Baroda, M. S. University, s.d. 58 p.
- 149 D'SOUZA, Austin A. *Aspects of education in India and abroad*. Calcutta, Orient Longmans, 1958. 220 p.
- 150 MUKHERJEE, L. *Education for students and educationists*. Allahabad, Kitab Mahal, 1959. 280 p.

Textbooks and instructional materials

Until recently, textbooks for schools in India were published mainly by private enterprise. Lately, however, the State Governments have begun to publish their own textbooks, principally for primary schools and in some cases for secondary schools.

Schools may use only textbooks approved by the appropriate authorities. At the primary stage, for instance, textbooks must be approved by the Government. The right of prescribing them is vested

1. Madame Mira Alfassa, given the title 'the Mother' by Aurobindo's disciples.

sometimes in governments, sometimes in local authorities and even in managements of private schools. At the secondary stage, the books are prescribed sometimes by Government, sometimes by Boards of Secondary Education and also by managements of private schools. At the university stage, books are prescribed by the appropriate university authorities.

Lists of books approved for use in primary and secondary schools are generally published in the gazettes of the State Governments. Examining and affiliating authorities such as the Boards of Secondary Education or universities also publish periodical lists of textbooks prescribed by them for the different examinations or stages of education.

Sources for locating education publishers are indicated below:

- 151 *Alphabetical list of advertisers in Indian book trade and library directory, 1950-51*. New Delhi, New Book Society of India. p. 9-22, 209-22.

Cassell's directory of publishing in Great Britain, the Commonwealth and Ireland [Australia 108].

- 152 *Europa yearbook, 1961*. London, Europa, 1961. 2 vols.

Publishers with addresses are listed in the chapter on India in vol. 2.

- 153 *Impex reference catalogue of Indian books*. New Delhi, Indian Book Export and Import Co., 1960. Includes 11 preliminary pages listing publishers.

Indian national bibliography [8].

Times of India directory and year book [9].

There follow selected and recommended lists of textbooks, etc.:

- 154 INDIA. CENTRAL BUREAU OF TEXTBOOK RESEARCH. *State textbook production in India*. Delhi, Manager of Publications, 1959. x, 131 p.

- 155 —. —. *Textbook selection procedures in India*. New Delhi, Ministry of Education, 1958. 116 p.

- 156 ANDHRA PRADESH. *Government examination Andhra Textbook Committee list of approved books*. Supplement to part 1 of the *Andhra Pradesh gazette*, no. 1-B. Hyderabad.

- 157 BIHAR. SCHOOL EXAMINATION BOARD. *Course of study for secondary school examination*. Patna.

- 158 BOMBAY. SECONDARY SCHOOL CERTIFICATE EXAMINATION BOARD. *Syllabus of courses and list of*

textbooks prescribed and recommended for classes VIII to X. Poona.

- 159 DELHI. BOARD OF HIGHER SECONDARY EDUCATION. *Library books recommended for high and higher secondary schools recognised by the Board*.

- 160 —. —. *Prospectus for higher secondary multi-purpose examination*. Delhi.

- 161 HIMACHAL PRADESH. EDUCATION DEPARTMENT. *List of textbooks prescribed in Himachal Pradesh for classes I-VIII*. Simla.

- 162 MADRAS. TEXTBOOK COMMITTEE. *Consolidated list of approved books*. Supplement to part 1-B of the *Fort St. George gazette*, no. 20-A, Madras.

- 163 ORISSA. BOARD OF SECONDARY EDUCATION. *Courses of study for the higher secondary school certificates examination*. Bhubaneswar.

- 164 RAJASTHAN. BOARD OF SECONDARY EDUCATION. *Prospectus of the higher secondary examination of the Board of Secondary Education, Rajasthan*. Jaipur.

- 165 UTTAR PRADESH. BOARD OF HIGH SCHOOL AND INTERMEDIATE EDUCATION. *Prospectus of the examinations of the Board of High School and Intermediate Education*. Lucknow.

- 166 WEST BENGAL. BOARD OF SECONDARY EDUCATION. *Textbooks and syllabuses for school final examination*. Calcutta.

Several references concern audio-visual aids:

- 167 CENTRAL INSTITUTE OF EDUCATION, Delhi. DEPARTMENT OF EXTENSION SERVICES. *Audio-visual aids and their use: a report*. Delhi, 1960. 30 p.

- 168 INDIA. MINISTRY OF EDUCATION. *Central film library catalogue of 16 mm films, 1947-54*. New Delhi.

UNESCO. *World film directory, agencies concerned with educational, scientific and cultural films* [International sources 12].

Information concerning India may be found on pages 14 and 15.

Education associations

There are a number of education associations in India. Some represent a specific group of institutions (e.g., the Association of Public Schools in India); some are organizations of teachers (e.g., the All India Federation of Primary Teachers, State Associations

of Secondary Teachers, etc.). There is also an All India Federation of Educational Associations which organizes an all India educational conference every year.

However, very few publications are issued by the educational associations in India.

Lists of associations are found in:

- 169 *Directory of adult education; organisation and agencies in India*. Delhi, Indian Adult Education Association, 1960. 155 p.
Draft edition issued December 1960.

- 170 *International directory of adult education*. Paris, Unesco, 1952. 324 p.
Pages 163-73 concern India.

Teachers' associations ... [International sources 2].

See also India Adult Education Association [2]. This is the principal association from the point of view of sources of documentation.

Educational journals

There is a very large number of educational journals in India. Many of them are published in English, and a considerable number in the regional languages. Several of these journals are specialized in the sense that they deal with specific aspects of education.

The main journals published in English are enumerated below. Journals in Indian languages have not been listed.

The following [171-176] are periodical indexes and abstracting journals:

- 171 *Basic education abstracts*, 1956- . New Delhi, National Institute of Basic Education. 10 issues a year.
- 172 *Current education literature*, March 1959- . New Delhi, Library, Ministry of Education. Fortnightly.
A mimeographed publication giving abstracts of articles on education from Indian and foreign weeklies and Indian newspapers received in the library.
- 173 *Education abroad*, 15 February 1960- . New Delhi, Library, Ministry of Education. Bi-monthly.
A mimeographed publication giving abstracts of select articles from foreign education journals received in the library.
- 174 *Indian adult education abstracts*, April 1955- . New Delhi, Indian Adult Education Association. 10 issues a year.

- 175 *Indian education abstracts*, 1955- . New Delhi, Library, Ministry of Education. Quarterly.
Abstracts of select articles from Indian education journals received in the library.

- 176 *Indian education index*, January 1959- . New Delhi, Library, Ministry of Education. Monthly.
A mimeographed publication indexing, by subject, articles from Indian education journals received in the library.

Two periodicals lists may be noted:

International list of educational periodicals [International sources 3].

- 177 *Nifor guide to Indian periodicals*, 1955-56. Poona, National Information Service.

Lists 2,127 Indian periodicals and newspapers classified by language and subject, giving full information about each title. Lists 1,526 additional titles not classified for want of full information. A second edition is expected shortly.

Following are periodicals additional to those given in the *International list of educational periodicals* [International sources 3]:

- 178 *Adult schools news bulletin*, 1959- . New Delhi, Jamia Millia Research Training Production Centre. Quarterly.
- 179 *Around the child*, 1956- . Calcutta, Association of Montessorians. Annual.
- 180 *Audio-visual education*, 1957- . New Delhi, Ministry of Education. Quarterly.
- 181 *Basic education*, 1958- . New Delhi, National Institute of Basic Education. Quarterly.
- 182 *C.I.E. record*, 1950- . Delhi, Central Institute of Education. Quarterly.
- 183 *Educational forum*, 1956- . Delhi, Central Institute of Education, Department of Extension Service. Quarterly.
- 184 *Indian documentary: devoted to short films, children's films and visual education*, 1954- . Bombay, Olympia House. Quarterly.
- 185 *Indian journal of education*, 1925- . Kanpur, All India Federation of Educational Associations. 10 issues a year.
- 186 *Indian journal of educational administration and research*, 1960- . New Delhi, Ministry of Education. Quarterly.
- 187 *Indian journal of educational research*, June 1950-June 1952. Bombay, Asia Publishing House. Quarterly.

- 188 *Journal of education*, 1957- . Karaikudi (South India), Dr. Alagappa Chetiar Training College. 2 issues a year.
- 189 *Journal of education*, 1959- . Pilani, Birla Education Trust. Quarterly.
- 190 *Kerala education quarterly*, 1959- . Trivandrum, Sri Rama Varma (Appan) Thampura. Quarterly.
- 191 *Maharashtra educational journal*, 1953- . Poona, Camp Education Society's High School. Monthly. Official organ of the Maharashtra State Federation of Headmasters' Associations. Formerly *Bombay educational journal*.
- 192 *Mathematics seminar*, 1957- . Delhi, Bharati Printing Press. Quarterly.
- 193 *Orissa education magazine*, 1957- . Cuttack, Director of Public Instruction. Quarterly.
- 194 *Roshni: quarterly journal of All India Women's Conference*, 1957- . Jamshedpur, Smt. Tapati Moorkerji. Quarterly.
- 195 *Teacher education*, 1957- . New Delhi, All India Council for Secondary Education. Monthly.
- 196 *Teachers' quarterly*, 1955- . Calcutta, Department of Extension Services, Institute of Education for Women. Quarterly.

Educational statistics

Educational statistics for the whole of the Indian Union are published by the Ministry of Education in a series of three annual publications—*Education in India*, *Education in the States*, and *Education in universities in India*. In addition, statistical data regarding education are available in the annual reports on education published by the State Governments.

- 197 INDIA. MINISTRY OF EDUCATION. *Education in India: a graphic presentation*, 1947-48- . Delhi, Manager of Publications, 1951- . In English and Hindi. Irregular.
- 198 ——. *Education in the States: a statistical survey*, 1945-46- . Delhi, Manager of Publications, 1949-51- .
- 199 ——. *Education in universities in India: a statistical survey*, 1947-48- . Delhi, Manager of Publications, 1950- .
- 200 ——. *Report of the All-India educational survey*. Delhi, Manager of Publications, 1960. 524 p.

Education libraries and museums

Libraries and museums are fairly well developed in India. For detailed information the following may be consulted:

Alphabetical list of advertisers in Indian book trade and library directory [151].

World of learning [International sources 7].

- 201 INDIA. MINISTRY OF EDUCATION. *Libraries in India*. New Delhi, 1951.
- 202 ——. MINISTRY OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS. *Directory of museums in India*. Delhi, Manager of Publications, 1959. 141 p.
- 203 RANGANATHAN, S. R., ed. *Indian library directory*. Delhi, Indian Library Association, 1951. 117 p.

Inter-availability of educational resources

The Government of India offers a number of scholarships to nationals of other countries for studies in India. Similarly, Indian nationals are offered a large number of scholarships for study abroad. There are also several well established programmes for exchange of personnel between India and a number of other countries.

The details of these programmes may be found in the *Annual report* of the Ministry of Education [48] and also in the *Annual report* of the Ministry of Scientific Research and Cultural Affairs [49]. The following may also be consulted:

- 204 INDIA. MINISTRY OF EDUCATION. *Scholarships for studies abroad: schemes administered by the Union Ministry of Education*. New Delhi, 1960. vi, 34 p.
- 205 ——. MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH.¹ *Government of India scholarships for studies in India*. Delhi, Manager of Publications, 1957. iv, 58 p.
- 206 ——. MINISTRY OF SCIENTIFIC RESEARCH AND CULTURAL AFFAIRS. *Scholarships for study abroad and at home*. New Delhi, 1959. 32 p.
- . UNIVERSITY GRANTS COMMISSION. *Report* [89].
- 207 ——. NATIONAL COMMISSION FOR CO-OPERATION WITH UNESCO. *Report on the work and programme*. New Delhi, Ministry of Education, 1956- . Biennial.

See also *Education abroad* [173].

1. In April 1957 the Ministry of Education was given the title of Ministry of Education and Scientific Research. In April 1958 this was divided, becoming two separate Ministries: the Ministry of Education and the Ministry of Scientific Research and Cultural Affairs.

There is no national centre of educational documentation and information as such. Information may be obtained, however, from

- 1 THE DEPARTMENT OF EDUCATION¹
Marlborough Street, Dublin.

Reference works

- 2 *School and college year book*, 1939/40- . Dublin, Association of Secondary Teachers. Annual.
Contains articles on education, list of colleges and of education associations.
- 3 *Thom's directory of Ireland*. Dublin, Alex Thom, 1844- . Irregular.
Volume 2, 'Professional', of the 1960 edition contains an educational directory (p. 130-56) giving particulars concerning universities and other institutions of higher education in Ireland, as well as lists of secondary and technical schools.
- 4 *Statesman's year-book*, 1864- . London and New York, Macmillan, 1864- . Annual.
Contains a brief summary of the Irish educational system.

The following works mentioned in other chapters may also be consulted:

Commonwealth universities yearbook [International sources 1].

Encyclopaedia Britannica [United Kingdom 1]. Contains a brief summary of the Irish education system.

International yearbook of education [International sources 5].

World of learning [International sources 7]. Approximately seven pages on education in Ireland.

Legislative and policy documentation

The legal framework forming the basis of the educational system of this country may be summarized as follows:

Article 42 of the Constitution of Ireland of 29 December 1937, which lays down the fundamental principles underlying the educational system.

The Ministers and Secretaries Act, 1924, under which the Department of Education was established and its functions defined.

The School Attendance Act, 1926, which provides, *inter alia*, for compulsory full-time attendance at a suitable school by every child of 6-14 years of age.

The Intermediate Education Acts 1878-1924, which govern the provision of secondary (grammar) school education.

The Vocational Education Acts, 1930-53, which govern the provision of vocational (including continuation and technical) education.

The Children Acts, 1908-57, which provide for Reformatory and Industrial School organization.

The Irish Universities Act, 1908, which provided university education by the establishment of the National University of Ireland, with its three constituent university colleges.

The Institute for Advanced Studies Act, 1940, which provided for the establishment of the Dublin Institute for Advanced Studies with constituent schools of Celtic studies and theoretical physics, to which was added in 1947 a constituent school of cosmic physics.

Index to the Statutes, 1922-58, with chronological tables (Dublin, Stationery Office, 1959) includes: Children, Dublin Institute for Advanced Studies, Erasmus Smith Schools, Intermediate Education, Local Authority, National University of Ireland, School Attendance Acts, School Meals, Scholarship Exchange, etc., Vocational Education.

Administration of the educational system

The administration of public education in Ireland in so far as the State is concerned is vested in the Department of Education, under the Minister for Education, who is a member of the Government and responsible to Dáil Éireann (National Parliament). The organization of the Department consists of a Permanent Secretary with an administrative staff in central offices in Dublin, and a school inspectorate whose members are located throughout the country. The Department has under its survey, in varying degree, the education provided in primary, secondary, vocational, reformatory and industrial schools. Education in agricultural schools comes within the administrative sphere of the Department of Agriculture. The universities and their colleges are autonomous, but the Department of Education is the channel through which they receive their annual State subsidies. The National Museum of Ireland, the National Library of Ireland, and the National College of Art, each of which is the immediate charge of a director, come within the administrative control of the Department of Education. Educational expenditure from public funds is borne in very large part by the State.

A Council of Education has been established to advise the Minister for Education, in so far as

1. An Roinn Oideachais. Note that in general we have given only English titles.

pertains to the powers, duties and functions of the State, upon such matters relating to educational theory and practice as they think fit and upon any educational questions referred to them by him.

Annual and other reports include:

- 5 COMMISSION ON ACCOMMODATION NEEDS OF THE CONSTITUENT COLLEGES OF THE NATIONAL UNIVERSITY OF IRELAND. *Report*. Dublin, Stationery Office, 1959. 336 p.
- 6 COUNCIL OF EDUCATION. *Report . . . as presented to the Ministry of Education [on] the function of the primary school [and] the curriculum to be pursued in the primary school from the infant age up to 12 years of age*. Dublin, Stationery Office, 1954. 339 p. (Pr. 2583).
- 7 DEPARTMENT OF EDUCATION. *Appointment, qualifications and scales of salary of permanent whole-time teachers under vocational education committees*, rev. ed. Dublin, 1946. 27 p. (Memorandum V. 7).
- 8 ——. *Organization of continuation education in borough, urban and country areas*. Dublin, 1942. 26 p. (Memorandum V. 40).
- 9 ——. *Regulations for the register of the intermediate school teacher*. Dublin, Stationery Office, 1959. 35 p.
- 10 ——. / AN ROINN OIDEACHAIS. *Reports/Tuarascáil*. Dublin, Stationery Office, 1926- . Annual.
- 11 ——. *Rules and regulations for national (primary) schools under the Department of Education*. Dublin, Stationery Office, 1946. 146 p. (including index and schedules).
- 12 ——. *Rules for payment of incremental salary to secondary teachers*. Dublin, Stationery Office, 1958. 35 p.
- 13 ——. *Rules for the payment of grants to secondary schools*. Dublin, Stationery Office, 1957. 17 p.
- 14 DEPARTMENT OF FINANCE. *Economic development* ('Whitaker report'). Dublin, Stationery Office, 1958. 253 p.

Pages 109-22 deal with agricultural education.

Structure and organization

Primary education is given in the national schools, which are attended by the vast majority of children of primary school age. Education at these schools is free. Enrolment is permissive at four years of age

and pupils may continue to attend up to the age of 18 years. The national schools, in which the teachers' salaries are paid in full by the Department, are under the control of local managers, who are charged with the direct government of the schools. Subject to departmental approval of the teachers' qualifications, these managers, who are usually clergymen, make the appointments. State grants of at least two-thirds of the total cost are made towards the erection of new national schools or the enlargement or improvement of those existing. The education given is of a general nature and forms the basis of the more advanced education given in the secondary and vocational schools. Instruction follows the usual primary school curriculum. The courses of instruction in the various subjects are prescribed by the Minister for Education after consultation with representative educational bodies and educationalists.

The secondary schools are private institutions, owned and maintained by the churches, religious orders, Boards of Governors, or others, but they receive State aid in the form of capitation and other grants. The ages of the pupils attending secondary schools range from 11 to 20 years. The programme of instruction is prescribed by the Minister for Education, following consultation with the secondary school associations. The purpose of the Intermediate Certificate is to testify to the completion of a well-balanced course of general education suitable for pupils who leave school at about 16 years of age, and, alternatively, to the adequate preparation of these pupils for more advanced courses of study in a secondary or technical school. The Leaving Certificate, generally taken at the age of 18, testifies to the completion of a good secondary education and to the pupil's ability to begin a course of study at a university or educational institution of similar standing.

The two main sections of vocational education are continuation education and technical education. The former—defined as education to continue and supplement that provided in elementary schools—includes general and practical training in preparation for employment in trades, manufactures, agriculture, commerce, and other industrial pursuits, and also general and practical training for the improvement of young persons in the early stages of such employment. Technical education pertains to trades, manufactures, commerce and other industrial pursuits (including the household occupations of girls and women), and includes education in science, art, music and physical training.

Continuation and technical schools in Ireland are controlled by 38 vocational education committees,

under powers derived from the Vocational Education Act, 1930, and subsequent amending Acts. The committees can frame their programmes within the general powers given them under the Act, but these programmes and the committees' expenditure thereon are subject to the approval of the Minister for Education.

There are two universities in the Republic of Ireland: (a) the National University of Ireland, which is organized on a federal basis, with constituent colleges at Dublin, Cork and Galway, and a recognized college (of the Dublin College) at Maynooth; and (b) the University of Dublin, comprising one constituent college—Trinity College, Dublin. Both universities are self-governing, autonomous institutions, but they receive aid from the State in the form of annual grants, including, from time to time, grants for capital purposes. The universities provide the usual courses for degrees. Medical training also is provided by the Royal College of Physicians and Surgeons, Dublin. In addition to the research carried on by the universities, the Dublin Institute for Advanced Studies, a State foundation, specializes in theoretical physics, cosmic physics and Celtic studies.

Higher technical education is provided to a limited extent in some of the technical institutes in the cities of Dublin and Cork.

The following may be consulted:

- 15 *Programme of primary instruction*. Dublin, Stationery Office, 1956. 35 p.
- 16 DEPARTMENT OF EDUCATION. SECONDARY EDUCATION BRANCH. *Rules and programme for secondary schools, 1879-*. Dublin, Stationery Office. Annual.
- 17 ——. *Programmes of technical school examinations*, rev. ed. Dublin, 1955. 15 p.
[See also 6.]

Educational studies and research

An advisory committee has been established in the Department of Education to act in co-operation with school managers, teachers and educational organizations in collecting the results of research abroad and experience at home with a view to helping the teaching of the programmes in all schools, and particularly in primary schools. The committee has been concerned to date mainly with consideration of ways of improving the teaching of the national language—Irish—in primary schools.

The use of the film-strip as a teaching aid is the subject of special study by a committee established by the Department of Education and consisting of

representatives of the Department and of the National Film Institute of Ireland. The committee carries on experimental work on the production of film-strips suitable for use in Irish schools.

Methods of teaching in special schools and classes for certain types of handicapped children are kept under constant review under the general direction of a trained psychologist.

Textbooks and instructional materials

The textbooks used in primary and secondary schools are compiled by private authors—who undertake such work on their own initiative—and are published by private publishers acting on their own account. Textbooks in the Irish language for use in secondary schools are, however, published mainly by the State.

The education authority does not hold competitions for encouraging the composition of school textbooks, but it is found that publishers are always anxious to satisfy the textbook requirements. Everything necessary has been done to eliminate from school textbooks all which might harm international, racial, social or religious understanding.

Subject to the school principal's approval, teachers choose the textbooks which they wish to use in their classes. In the case of primary school textbooks, however, choice is limited to works approved for use by the Department of Education.

Catalogues are issued by educational publishers such as:

Browne and Nolan, Ltd.
Educational Company of Ireland, Ltd.
C. J. Fallon, Ltd.
M. H. Gill and Son, Ltd.
Alex. Thom and Company, Ltd.

For information concerning publishers the following directories may be consulted:

- 18 *Harper's Irish newspaper and allied trades directory*. Dublin, Harper's, 1960. 66 p.
Thom's directory of Ireland [3].

Textbook lists are found in

- 19 DEPARTMENT OF EDUCATION. *List of books approved for use in national schools*. Dublin, 1959. 18 p.
Additions were made in 1960.

Moreover, the Department of Education prepares notes for teachers in the form of booklets containing useful lists of recommended texts in the following

subjects: Irish, English, history, geography, mathematics, music, physical training, infant school. The programmes for primary schools and infant schools may also be consulted, as well as lists of books recommended in educational magazines such as *The Teacher's work* [29].

Catalogues of audio-visual aids are issued by:

- 20 NATIONAL FILM INSTITUTE OF IRELAND
65 Harcourt Street, Dublin.
- 21 FILM SERVICES, LTD.
13 Lord Edward Street, Dublin.

Education associations

The associations include those of school managerial authorities, teachers and universities. The principal associations for teachers are:

- 22 IRISH NATIONAL TEACHERS' ORGANIZATION
9 Gardiner Place, Dublin.
- 23 ASSOCIATION OF SECONDARY TEACHERS (IRELAND)
33 South Frederick Street, Dublin.
- 24 VOCATIONAL TEACHERS' ASSOCIATION
22 North Frederick Street, Dublin.
- 25 IRISH VOCATIONAL EDUCATION ASSOCIATION (Organization of Vocational Education Committees).

Lists of the principal education associations are contained in *School and college year book* [2].

Educational journals

Besides the journals listed in the *International list of educational periodicals* [International sources 3] there are:

- 26 *An múinteoir náisiúnta* (The national teacher), 1956- . Dublin, Irish National Teachers' Organization. Monthly.
- 27 *Gairm*, 1956- . Dublin, Vocational Teachers' Association. Bi-monthly.
- 28 *Studies*, 1912- . Dublin, Society of Jesus. Quarterly. Frequently contains articles of educational interest.
- 29 *The Teacher's work*, 1910- . Dublin, Browne & Nolan. Quarterly.
Devoted to the interests of the teaching profession.

Educational statistics

Statistics on education may be found in:

- 30 CENTRAL STATISTICS OFFICE. *Statistical abstract of Ireland*, 1931- . Dublin, Stationery Office, 1932- . Annual.
- 31 ——. *University statistics, 1953-54*. Dublin, Stationery Office, 1957. 21 p.

[See also 10.]

Education biography

Lists of members of university Education Departments are contained in the university calendars of the various universities, i.e., the National University of Ireland, Dublin University, and the University Colleges at Dublin, Cork and Galway.

Education libraries and museums

Information concerning libraries in Ireland may be obtained in:

Aslib directory: a guide to sources of information in Great Britain and Ireland [United Kingdom 215].

Among the libraries of interest to educators are:

- 32 NATIONAL LIBRARY OF IRELAND
Kildare Street, Dublin.
The total collection is of some 500,000 volumes.
- 33 IRISH CENTRAL LIBRARY FOR STUDENTS
53 Upper Mount Street, Dublin.
Established in 1923 as a supplementary library to public libraries and those of scientific and cultural organizations. Supplies education books on loan. Total collection approximately 45,000 volumes.
- 34 ST. PATRICK'S COLLEGE LIBRARY
Dublin.
Some 125,000 volumes.
- 35 TRINITY COLLEGE LIBRARY
Dublin.
Some 800,000 books, 2,300 manuscripts.
- 36 UNIVERSITY COLLEGE LIBRARY
Cork.
Approximately 470,000 volumes.

The library of the School of Education of the Hebrew University and of the Ministry of Education, in its function as a central pedagogical library, maintains contact with the main educational institutions of the country for exchange of information and publications. These contacts and its growing documentary collection put the library in a position to serve as a central source of information and documentation centre. The address is

- 1 HA-SIFRIA SHE'ET BET HA-SEFER LE HINUKH (Library of the School of Education)
Ha-Universita ha-ivrit, Jerusalem.

Reference works

- 2 AVIDOR, Moshe. *Education in Israel*. Jerusalem, Youth and Hechalutz Department of the Zionist Organization, 1957. 179 p.
A general account of the development and present state of education in Israel. An English translation of the State Education Law of 1953 is given in an appendix.

- 3 —; BENTWICH, Joseph S. 'Education in Israel'. *Education abstracts*. Paris, Unesco, vol. 10, no. 6, June 1958. 19 p.

Includes an introductory survey of the subject and an annotated bibliography of the more important books and articles in Hebrew and other languages.

- 4 BENTWICH, Joseph. *Ha-hinukh bi-medinat Yisrael* (Education in the State of Israel). Tel-Aviv, Chachik, 1960. 416 p.

After a brief history of the school system in Palestine before the establishment of the State of Israel, the book reviews critically the historical and legal development, the structure, the philosophy and the methods of education in Israel since 1948. Of special value are the statistical tables, the extracts from the basic laws, and the comprehensive bibliographies for each chapter.

- 5 *Entsiklopedia hinukhit / Educational encyclopedia; thesaurus of Jewish and general education*, ed. by Martin M. Buber. Jerusalem, Misrad ha-hinukh ve-ha-tarbut u-Mosad Bialik (The Ministry of Education and the Bialik Institute), 1959-. Text in Hebrew.

So far, vol. 1, 'Principles of education', and vol. 2, 'Ways of education' have appeared. The latter contains articles on general pedagogic methods, e.g., the use of audio-visual materials, and on methods of teaching specific subjects, with emphasis on actual practice in Israel. Three other volumes, in preparation, will cover: 'Organization of education'; 'History of education, comparative education'; 'Educational psychology, sociology and biology'. Within each volume, the articles are arranged in alphabetical order; each is followed by references to both foreign and Israeli literature.

- 6 *Ha-entsiklopedia ha-ivrit. Encyclopaedia hebraica*. Jerusalem, Hevra le-hotse'at entsiklopediot, 1949-.

A general encyclopaedia, but especially rich in articles on Jewish topics and on Israel. A detailed, historical and descriptive article on education in Israel (including the school system, institutes of higher education and research, libraries and archives) is to be found in col. 983-1057 of vol. 6, 'Erets-Yisrael', a volume wholly devoted to Israel. Each section is followed by a bibliography.

- 7 HENRIETTA SZOLD INSTITUTE FOR CHILD AND YOUTH WELFARE IN ISRAEL. *Child and youth welfare in Israel*, ed. by Moshe Smilansky, Shoshana Weintraub and Yehuda Hanegbi. Jerusalem, 1960. 334 p.

Approximately a third of this volume deals with the school system. Each chapter, written by an expert, describes in concise form one facet of education, such as kindergartens, Arab education, education in the collective settlements, vocational guidance. Appendixes include statistical tables and a definition of functions of government and public agencies in the field of child and youth welfare in Israel; a section of 'advertisements' lists in detail the activities of some of the important non-governmental organizations dealing with children.

- 8 *Kiryat sefer; riva'on le-bibliografia shel bet ha-sefarim ha-le'umi ve-ha-universita'i bi-Yerushalem* (Kirjath Sepher; bibliographical quarterly of the Jewish National and University Library, Jerusalem), 1924-.

Each number contains a current classified bibliography of books, dissertations and periodicals published in Israel, including sections on education, children's books and textbooks.

- 9 *Madrikh bibliografi le-sifrut pedagogit u-le-emtsa'e ezer ba-horaa* (Bibliographical guide to pedagogic literature and to teaching aids), vol. 1, no. 1- . Misrad ha-hinukh ve-ha-tarbut, ha-Merkazia ha-pedagogit, 1961- . Irregular.

A classified, annotated index of selected Hebrew educational literature (books and articles). This index is based on a comprehensive card file in the Pedagogic Centre of the Ministry of Education and Culture.

Legislative and policy documentation

The Minister of Education and Culture initiates, in most cases, the preparation of legislation concerning education in Israel. Such proposed legislation, after its approval by the Cabinet, is introduced by the Minister in the Knesset (Parliament) for its first reading. Legislation may also be introduced to the Knesset by individual members of this body. The Knesset usually passes the Bill to its Education Committee, where it is thoroughly discussed and may be amended. The amended Bill is then brought back to the Knesset, where it is discussed and voted upon. It becomes law after it is signed by the President of the State, countersigned by the Prime Minister and the Minister of Education and Culture and is published in the official gazette of the State of Israel:

- 10 *Reshumot* (Records). Jerusalem, 1949-. Published as needed.

Parliamentary debates are published in

- 11 *Divre ha-knesset* (Parliamentary debates). Jerusalem, 1949-.
Published according to sessions of Parliament.

An English translation of laws in force is published as follows:

- 12 *Laws of the State of Israel*. Authorized translation from the Hebrew. Jerusalem, Government Printer, 1948-. Annual.

The education laws so far approved in Israel empower the Minister of Education and Culture to promulgate rules based on these laws which come into effect with their publication in the official gazette. In most cases the Minister is bound, in promulgating these rules, to consult councils or committees set up by the laws.

These are the laws so far approved by the Government:

- 13 *Pekudat ha-hinukh* 1933 (Education Ordinance). Although largely superseded by subsequent legislation, this ordinance still remains in force.
- 14 'Hok limud hova 5709¹—1949' (Compulsory Education Law). In: *Reshumot: sefer ha-hukim*, 5709, p. 287; *Laws of the State of Israel*, 5709, p. 125.
States that education is free and compulsory for all children between the ages of 5 and 13 inclusive, and, for youth who have not completed their elementary education, up to the age of 17 inclusive. Has been followed by:
- 15 'Takanot limud hova ve-hinukh mamlakhti (Rishum), 5719—1959' (Compulsory education and state education (registration) regulations, 1959). In: *Reshumot: kovets ha-takanot*, 5719, p. 1160.
- 16 'Takanot limud hova (metan tsavim li-fetihat mosedot hinukh u-le-kiyumam), 5713—1952' (Compulsory education—giving of orders for the opening and maintenance of educational institutions—regulations, 1952). In: *Reshumot: kovets ha-takanot*, 5713, p. 156.
- 17 'Hok hinukh mamlakhti 5713—1953' (State Education Law). In: *Reshumot: sefer ha-hukim*, 5713, p. 137; *Laws of the State of Israel*, 5713, p. 113.
State Education Law defines state education as meaning 'education provided by the State ... without attachment to a party or communal body or any other organization outside the Government, and under the supervision of the Minister or a person authorized by him'.

Has been followed by several regulations [18-23]:

- 18 'Hinukh mamlakhti (ha-Mo'etsa le-hinukh mamlakhti dati), 5713—1953' (State education—Council for State Religious Education, 1953). In: *Reshumot: kovets ha-takanot*, 5713, p. 1423.
- 19 'Hinukh mamlakhti (tokhnit hashlama ve-tokhnit nosefet), 5714—1953' (State education—supplementary curriculum and additional curriculum, 1953). In: *Reshumot: kovets ha-takanot*, 5717, p. 702.
- 20 'Hinukh mamlakhti (mosadot mukarim), 5714—1953' (State education—recognized institutions, 1953). In: *Reshumot: kovets ha-takanot*, 5714, p. 104.
- 21 'Hinukh mamlakhti (ha'avara), 5719—1959' (State education—transfer, 1959). In: *Reshumot: kovets ha-takanot*, 5719, p. 1169.
- 22 'Hinukh mamlakhti (sidre ha-pikuah), 5717—1956' (State education—inspection, 1956). In: *Reshumot: kovets ha-takanot*, 5717, p. 116.
- 23 'Hinukh mamlakhti (bate midrash le-morim u-le-gananot), 5718—1958' (State education—teachers' colleges, 1958). In: *Reshumot: kovets ha-takanot*, 5718, p. 586.

Legislation has been enacted to set up

- 24 HA-MO'ETSA LE-HASKALA GEVOHA (Council for Higher Education)
The council consists of 16 members, of whom 12 must be scholars of reputation appointed by the State. The council is the State institution in matters of higher education. It may recognize or may refuse to recognize an institution as an institution of higher education on the basis of rules prescribed by it; in addition, an appropriate scholarly standard is required. However, these rules shall not limit freedom of opinion and conscience. The council was created by:
- 25 'Hok ha-Mo'etsa le-haskala gevoha 5718—1958' (Council for Higher Education Law). In: *Reshumot: sefer ha-hukim*, 5718, p. 191; *Laws of the State of Israel*, 5718, p. 217.

The Director-General of the Ministry of Education issues circulars of instructions to schools and local authorities:

- 26 MISRAD HA-HINUKH VE-HA-TARBUT. *Hozer ha-Menahel ha-kelali* (Circular of the Director-General). Jerusalem, 1955-. Irregular (approx. 1 or 2 issues per-month).

1. The first figures in this group of publications [14-25] are Hebrew dates.

Standing orders are collected in the following pamphlets by the Ministry of Education and Culture:

- 27 MISRAD HA-HINUKH VE-HA-TARBUT. *Horoat le-vate-ha-sefer ha-yesodiim* (Instructions to elementary schools). Jerusalem, 1957. 60 p.
- 28 —. *Horoat le-vate-ha-sefer ha-tikhoniim* (Instructions to secondary schools). Jerusalem, 1959. 39 p.

Reports of committees and commissions are usually published for internal use only. We list here a few of the more important of these bodies:

- 29 VA'ADA TSIBURIT LI-VEDIKA HA-HINUKH HA-TIKHON (VA'ADAT ZELTNER) (Public Commission on Problems of Post-Primary Education)
The above was appointed on 3 June 1956.
- 30 VA'ADA LE-INYANE BATE SEFER TIKHONI'IM (Joint Committee on Secondary Schools Examinations)
A standing consultative committee set up jointly by the Hebrew University, the Technion and the Ministry of Education and Culture to ensure continued recognition of the Bagrut (matriculation) certificate.
- 31 VA'ADA AKADEMA'IT LE-MADA'IM HUMANISTIIM (Academic Committee on Humanities)
Appointed on 3 July 1958 by the Minister of Education to investigate the standard of Jewish and general humanistic studies in secondary schools.
- 32 VA'ADA LE-HA'ARAKHAT DERISHOT MINIMUM LE-NIKHNASIM LE-VATE SEFER GEVOHIM BA-MIKTSO'OT MATMATIKA U-MADA'E HA-TEVA (Committee on Evaluation of Minimum Requirements in Mathematics and Natural Sciences for University Admission)

Administration of the educational system

Education in Israel is administered by a central authority—the Ministry of Education and Culture; by local authorities—the municipalities, the regional councils and the local councils; and also by various non-governmental bodies.

The Ministry of Education and Culture has educational control over kindergartens, elementary and secondary schools, schools for young people who are working, institutions for adults, and teachers' training schools; private secondary schools may dispense with government control if they prefer. The Ministry publishes curricula, supervises teaching, issues instructions and advice to schools, conducts certificate examinations, appoints teachers and headmasters of State schools, as well as inspectors. It pays the salaries of these teachers and maintains the schools in recently

established communities. The Ministry initiates legislation on educational matters.

Reports on the activities of the Ministry are to be found first in the yearly reports submitted to the Knesset by the Ministry of Education, on the occasion of the debate on the budget. These reports are published in *Divre ha-knesset* [11], but have also been published separately since 1955, as follows:

- 33 MISRAD HA-HINUKH VE-HA-TARBUT. *Ha-hinukh be-Yisrael* (Education in Israel). Jerusalem, 1955- . Annual.
Published under various titles.

Budget reports have been published separately since 1955, as follows:

- 34 DINUR, B. Z. *Pe'ulot Misrad ha-hinukh ve-ha-tarbut bi-shenat ha-taktziv 1955/56* (Activities of the Ministry of Education and Culture in the budget year 1955/56). [Jerusalem], Misrad ha-hinukh ve-ha-tarbut, [1955]. 8 p.
- 35 ARANNE, Z. *Ba'ayot ha-hinukh ve-ha-tarbut, li-shenat ha-taktziv 1956/57* (Problems of education and culture, for the budget year 1956/57). [Jerusalem], Misrad ha-hinukh ve-ha-tarbut [1956]. 7 p.
- 36 —. 'Mif'alat ha-hinukhi-tarbuti shel medinat Yisrael' (The educational and cultural undertaking of the State of Israel). Jerusalem, Misrad ha-hinukh ve-ha-tarbut, 1957. 11 p. Offprint from *Ba-hinukh u-va-tarbut* (Education and culture, a quarterly published by the Ministry), no. 10, May 1957, p. 1-12.
- 37 —. *Ha-hinukh be-Yisrael* (Education in Israel). [Jerusalem, Misrad ha-hinukh ve-ha-tarbut], 1959. 53 p.
For the budget year 1959/60.
- 38 ASSAF, A. 'Pe'ulot ve-tokhniot' (Activities and plans). In: *Ba-hinukh u-va-tarbut*, no. 12 [24], October 1960, p. 1-11.
Excerpts from the report for the year 1960/61.
- 39 EBAN, Abba. *Ha-hinukh be-Yisrael* (Education in Israel). Jerusalem, Misrad ha-hinukh ve-ha-tarbut, 1961. 47 p.
For the budget year 1961/62.

There is a government yearbook:

- 40 *Shenaton ha-memshala*. Jerusalem, 1949- . Annual.
There is an English edition entitled *Israel government yearbook*. One section of this work is devoted to the activities during the preceding year of the Ministry of Education and Culture and institutions sponsored by it. Reports on new legislation and regulations, changes in organization, administrative procedures and teaching methods, achievements of the year, and educational statistics.

The municipalities, regional and local councils provide premises for state schools, sometimes with the State's assistance, and maintain the school services other than salaries, which are paid by the State. In some communities, especially in the *kibbutzim* (communal settlements), the local committees also engage and pay additional teachers, over and above those paid by the State. Local authorities share in the costs of the graded tuition fee system for secondary school pupils. Some municipalities maintain their own secondary schools and co-operate in maintaining institutes for adult education. Municipal authorities sometimes pay grants to private schools in their respective areas. Tel Aviv has a municipal university.

Several of the larger education authorities publish reports, for example:

- 41 BE'ER SHEVA. MAHLEKET HA-HINUKH (Beer Sheva. Department of Education). *Sekira likrat diyun mo'etset ha-iriyah al ha-taktsiv li-shenat 1960/61* (A survey prepared for the discussions in the City Council on the budget for the year 1960/61). 1960. 30 p.
- 42 TEL-AVIV-YAFO. HA-MAHLEKAH LE-HINUKH, LE-TARBUT, U-LE-NO'AR (Tel-Aviv-Jaffa. Department of Education, Culture and Youth Activities). *Shenaton ha-mahlaka* (Yearbook of the department). [s.d.].
- 43 YERUSHALAYIM. HA-MAHLEKAH LE-HINUKH U-LE-TARBUT (Jerusalem. Department of Education and Culture). *Sekira 'al pe'ulot ha-mahlaka* (Survey of the activities of the department), 1950-. Irregular. First published in 1950; succeeding reports in 1953 and 1960. The 1960 edition covers the years 1955/56-1958/59.

Various non-governmental agencies maintain networks of educational institutions in Israel, most of which are supervised and subsidized by the Government. The following are the most important of these bodies:

- 44 AGUDAT YISRAEL—HA-HINUKH HA-'ATSMAI (Independent Education)
28 Rehov David Yellin, Jerusalem.
A religious political party; maintains a network of recognized schools on all levels.
- 45 HA-HISTADRUT HA-KELALIT SHE' HA-'OVEDIM HA-IVRIIM BE-ERETS YISRAEL (The General Federation of Jewish Labour)
93 Rehov Arlosoroff, Tel-Aviv.
The Histadrut is active in the vocational training of adults, as well as in general adult education and in the guidance and training of teachers. Its Pedagogic Section publishes school textbooks and books and periodicals on pedagogy; it main-

tains a national pedagogic library [100], as well as other libraries, and a pedagogic museum. The Histadrut conducts a teachers' seminary and many courses and workshops for the further education of teachers in service. It issues a report which is a reprint from the general survey of the activities of the Histadrut executive. This report, in Hebrew, appears irregularly.

- 46 ORGANIZATION FOR REHABILITATION THROUGH OCCUPATIONAL TRAINING (ORT)
9 Rehov Yehuda ha-Levi, Tel-Aviv.
The ORT world organization supports a network of vocational schools in Israel.
- 47 HA-SOKHNUT HA-YEHUDIT (The Jewish Agency for Israel)
45 Rehov ha-Melekh George, Jerusalem.
The Jewish Agency participates in maintaining full-time courses in Hebrew for adult immigrants. Also, it maintains summer and year-long training institutions for Hebrew teachers and youth leaders coming from Jewish communities the world over. One of its departments is:
- 48 HA-SOKHNUT HA-YEHUDIT. HA-MAHLAKA LE-ALIYAT YELADIM VE-NO'AR (The Jewish Agency. Department for Child and Youth Aliyah)
Rehov Shmuel ha-Nagid 5, Jerusalem.
Maintains children's villages and educational institutions for some 10,000 immigrant boys and girls in the country. Also, the Youth Aliyah (Youth Immigration) operates two teacher training institutions.
- 49 THE KIBBUTZIM (Collective settlements).
Each federation of *kibbutzim* has its own department of education which supervises the schools (elementary, secondary and special) in the member *kibbutzim* and determines its educational programme within the framework of the approved syllabus. Each of the larger federations also maintains its own teachers' training courses and publishes a pedagogic periodical and other pedagogic materials.
The main federations are the following:
Ihud ha-kevutsot ve-ha-kibutsim, 78 Rehov ha-yar-kon, Tel-Aviv.
Ha-kibuts ha-artsit—ha-shomer ha-tsa'ir, Merhavia.
Ha-kibuts ha-dati, POB 1921, Tel-Aviv (a federation of religious *kibbutzim*).
Ha-kibuts ha-meuhad, Ein-harod.

Although they receive subventions from the State, the institutions of higher education are non-governmental. The University of Tel-Aviv is administered by the municipality.

Structure and organization

Schooling is compulsory and free in kindergartens for the five-year-old age group. However, the attendance in private pre-kindergarten classes is fairly widespread and embraces one third of the total pre-kindergarten age groups in the country.

The following work by the Chief Supervisor of Kindergartens may be consulted:

- 50 FAIANS-GLUECK, Sarah. *Kindergartens and nursery schools in Israel*. Jerusalem, Ministry of Education and Culture, 1960. 17 p.

Primary schools comprise eight grades for age groups 6-14; schooling is compulsory and free. In a small number of communities the transition from primary school to secondary school takes place after six years of schooling, at age 12. However, in these cases the first two years of secondary school education (ages 12 to 14) are within the framework of compulsory and free education.

Since 1955 the Ministry of Education has administered an achievement and aptitude test (the *Seker*) for all eighth grade pupils. The test, in combination with school records, determines the selection of pupils who will receive a graded reduction in secondary school fees. The scheme will probably be re-evaluated in the near future.

The following work is of interest:

- 51 ORTAR, Gina. 'Al mivhane ha-seker shel Misrad ha-hinukh ve-ha-tarbut be-kitot 8 shel bet ha-sefer ha-yesodi' (On the *Seker* examination of the Ministry of Education and Culture in the 8th grade of the elementary school). In: *Hartsaot ve-diyunim be-kinus ha-mefakhim be-Tel-Aviv, April 1959* (Lectures and discussions at the Conference of Supervisors in Tel-Aviv, April 1959), by Misrad ha-hinukh ve-ha-tarbut. Ha-Merkaziah ha-pedagogit (Ministry of Education and Culture. The Pedagogic Center). p. 84-98.

Secondary schools are of three major types: (a) The academic four-year secondary school (for ages 14-18). (A few institutions comprise six classes, 12-18 years. For ages 12-14, see above). Graduates take the *Bagrut* (matriculation) examination administered by the Ministry of Education, which entitles them to admission to institutions of higher education. The *Bagrut* examinations are open to external candidates also. (b) The secondary vocational schools offering courses of two, three or four years. These were formerly under the jurisdiction of the Ministry of Labour, but in 1960 they were transferred to the Ministry of Education. (c) The secondary agricultural schools—comprising institutions giving two, three or four years of study. They were under the jurisdiction of the Ministry of Agriculture until 1960, when they too were transferred to the Ministry of Education.

The next three works provide information on secondary and vocational education:

- 52 MERHAVIA, Hen-Melekh. *Ma'arakhot ha-hinukh be-Yisrael* (Educational systems in Israel). Jerusalem, Ahiasaf, 1957. 540 p.

A detailed description and critical analysis of secondary education (academic and vocational) and higher education in Israel. Includes a generous number of statistical tables.

- 53 MISRAD HA-'AVODA (Ministry of Labour). *Ma'akav bogre hinukh miktso'i* (Survey: graduates of vocational training. Courses for adults, apprenticeship, technical schools). Jerusalem, 1961. 262, xviii p. With English summary.

This survey also contains a fairly detailed description of the various types of vocational training.

- 54 ——. *Ha-hinukh ha-miktso'i be-Yisrael* (Vocational training in Israel). Jerusalem, 1958. 16 p. Also in English and French editions.

Working youth (ages 14-17) who have not completed their primary education are required to attend evening schools. Apprentices in certain trades are required to attend vocational evening or day classes, administered by the Ministry of Labour, which include also some general education.

Special education for physically or mentally handicapped or emotionally disturbed children is provided in special day schools, in special classes attached to regular schools, and in closed institutions.

- 55 MINISTRY OF EDUCATION AND CULTURE. *Special education in Israel*. Jerusalem, 1960. 4 p. Mimeo. Followed by 'Ma'asim u-va'ayot ba-hinukh ha-meyuhad' (Achievements and problems in special education). In: *Ba-hinukh u-va-tarbut* [36], 4(28), November 1961, p. 1-21.

Teacher training colleges provide two years' training after the attainment of the secondary school certificate, for kindergarten and elementary school teachers. Many of the institutions have preparatory classes which provide secondary education. The Ministry of Education administers the examinations for the teacher's certificate. Information on teacher training may be obtained in

- 56 NARDI, Noah. 'Ha-more be-Yisrael, ma'mado ve-hakhsharato' (The teacher in Israel, his status and training). In: *Hakhsharat morim be-Anglia, be-Tsarfat u-ve-Artsot ha-Brit*. Tel-Aviv, Israeli Teachers Association in co-operation with Unesco, 1956. p. 209-62.

The work in which this article appears is an adaptation into Hebrew of Unesco's *The education of teachers in England, France and U.S.A.*, by C. A. Richardson, Hélène Brulé and

Harold E. Snyder. Paris, 1953. 341 p. (Problems in Education, VI). A supplementary part on teacher training in Israel is by Noah Nardi.

For a description of universities and other institutions, see in particular above [6, 40 and 52]. Also:

- 57 HEBREW UNIVERSITY. *Hebrew University, Jerusalem*. 1960. 345 p.

A description of the organization and administration of the university, students, finances and scholarships. List of academic staff.

Most of the more important institutions are listed in: 'Public bodies and enterprises: culture'. In: *Who's who: Israel*. 1960. p. 359-374 [97].

See also *The world of learning* [International sources 7].

The Ministry of Education, local authorities, the Jewish Agency, the Histadrut, and other non-governmental agencies independently or jointly plan and maintain courses and activities for adults. On the elementary level, the greatest effort is in the teaching of Hebrew to immigrants; there are also courses based on the primary school programme and leading to the primary school certificate. A large variety of courses are offered on the post-secondary level.

The principal non-governmental agencies active in this field are the Merkaz le-Haskalat ha-Am (Center for Adult Education) of the Hebrew University and the Merkaz le-Tarbut u-le Hinukh of the Histadrut [45].

On adult education, consult the following three publications:

- 58 MISRAD HA-HINUKH VE-HA-TARBUT. HA MAHLAKAH LE-HANHALAT HA-LASHON U-LE-HASKALA. (Ministry of Education. Department for Language Teaching and Adult Education). *Derakhim u-fe'ulot* (Ways and activities). Jerusalem, 1960. 25 p.

A report on the programmes of teaching Hebrew to immigrants and of literacy and elementary education for adults.

- 59 HA-UNIVERSITA HA-IVRIT BI-YERUSHALAYIM. BET HASEFER LE-HINUKH (Hebrew University of Jerusalem. School of Education). *Leket ma amarim be-ba'ayot hinukh mevugarim u-ve-darkhe hanhalat ha-lashon* (A selection of articles on problems of adult education and methods of teaching the language). Jerusalem, 1959. 43 p.

- 60 —. *Pe'ulot ha-Merkaz le-haskalat ha'am* (Activities of the Center for Adult Education). Jerusalem, 1949- . Annual.

A survey of all the adult education activities in which the university participates with the other bodies named above. In

effect, this includes most of the formal adult education on the post-secondary level in Israel.

The report of the Histadrut's Centre for Culture and Education has already been mentioned [45].

The Ministry of Education issues very detailed syllabuses required for the State-controlled primary schools. (See pages 75-6 in *Preparation and issuing of the primary school curriculum*, issued by the Twenty-First International Conference on Public Education and Published in Geneva by Unesco and the International Bureau of Education in 1958.) The Ministry also issues syllabuses required for State-controlled three-year and four-year vocational schools and for teachers' seminaries, as well as recommended syllabuses for academic secondary schools, institutions for exceptional children, and other schools of various types.

In the past the syllabus for agricultural schools was issued by the Ministry of Agriculture. Those for adult vocational training are put out by the Ministry of Labour.

Syllabuses for Arab primary and secondary schools are prepared by the Department of Arab Education of the Ministry of Education and Culture.

Content and method works include:

Entsiklopedia hinukhit [5].

- 61 *Madrikh le-kiita 1-* (Guide to grade 1-), ed. by Ya'akov Levi and Uri Blum. Tel-Aviv, Urim, 1954- .

Six volumes have appeared so far, for grades 1-6 of the primary school. Each contains articles on characteristics of children in the particular grade, on organization of the class, general teaching methods, subjects studied. Each gives sample lesson plans.

Educational studies and research

There is no centralized research institute in Israel. The two main centres for research are the following:

- 62 MOSAD SZOLD LE-MA'AN HA-YELED VE-HA-NO'AR (Henrietta Szold Institute for Child and Youth Welfare) Rehov ha-Rav Kook 12, Jerusalem.

An independent research foundation financed by the Government and by other voluntary agencies. [See 7, 66, 67 for publications by this institute.]

- 63 HA-UNIVERSITA HA-IVRIT BI-YERUSHALAYIM (Hebrew University of Jerusalem)

Bet ha-sefer le-hinukh, Mahleket ha-mehkarim. This is the Research Department in the School of Education.

Both of these institutions [62 and 63], in addition to their own projects, carry out research requested by

the Pedagogical Secretariats for Elementary and for Secondary Education of the Ministry of Education and Culture and by other government departments.

The research undertaken by these bodies is concerned with three major areas: (a) educational problems arising from the mass absorption of immigrants of highly diverse cultural backgrounds; (b) teaching methods, e.g., in reading, mathematics and foreign languages; (c) testing and vocational guidance.

The research departments of the Ministries of Labour and Agriculture investigate the effectiveness of various kinds of vocational training and apprenticeship in their respective fields [e.g. 53]. The research department of the Ministry of Welfare deals with child welfare generally, and especially with juvenile delinquency.

The Technion—Israel Institute of Technology, Haifa—conducts research on various aspects of vocational training.

The Education Section of Youth Aliyah [48] experiments with new syllabuses and methods of teaching suitable for immigrant children. Youth Aliyah also conducts surveys on the effects of its education on youth and their subsequent development.

Mention should also be made of the following institution:

- 64 HA-MAKHON LE-MEHKAR HEVRATI SHIMUSHI (Israel Institute of Applied Social Research)

Rehov David ha-Melekh 1, Jerusalem.

The institute accepts research projects from every government department as well as from other organizations. Its mechanical equipment for the statistical processing of data is at the service of other research bodies. In relation to education, the institute has worked especially on preparation for the professions (surveys among university students and professionals) and on testing and other aspects of psychology.

The following work examines research projects including those in education:

- 65 HA-UNIVERSITA HA-IVRIT BI-YERUSHALAYIM. HA-MAHLEKA LE-SOTSIOLOGIA. (Hebrew University of Jerusalem. Department of Sociology). *Seker ha-meh-karim be-ba'ayot hevratiot be-Yisrael* (Survey of research projects on social problems in Israel). Jerusalem, 1961. 176 p.

The term social problems in the title is understood in the broadest sense and includes education and related topics such as psychological testing, child welfare, and rehabilitation of juvenile delinquents. The survey covers the years 1956-1960 and lists both published and unpublished research and research still in progress or in the planning stage. For each project, it notes the topic, the organization conducting the research, the individual directly in charge, the aim, the population under study, the procedures employed, the date, and particulars as to publication. The body of the survey is arranged by topic; there are indexes to the organizations and the persons conducting the projects.

Two research publications by the Henrietta Szold Institute are:

- 66 *Evaluating educational achievements*. Summaries of some studies carried out by the Henrietta Szold Institute on schooling in Israel, ed. by M. Smilansky, L. Adar. Paris, Unesco, 1961. 46 p. (Educational Studies and Documents, 42).

A group of six representative studies, with an introduction showing their place in the general context of educational research activity in Israel.

- 67 *Megamot* (Trends), 1949- . Jerusalem. Quarterly. The leading research journal in this field in Israel. In addition to original research, it brings to the Israeli reader important studies published abroad. English summaries of the articles are provided.

Textbooks and instructional materials

Textbooks are usually written and published on private initiative, sometimes on that of a school, a local education authority, or a public body such as the Teachers' Association. Textbooks for Arab schools, however, have until now been commissioned and/or subsidized, and in many cases published, by the Department for Arab Education in the Ministry of Education. According to a regulation (*Reshumot, kovets ha-takanot*, 1091) all textbooks used in State-controlled schools must be approved by textbook examiners and a special committee of the Ministry of Education. The Ministry publishes each year a list of approved books:

- 68 MISRAD HA-HINUKH VE-HA-TARBUT. 'Reshimat sifre limud, sifre ezer u-makhshire ezer le-vate ha-sefer ha-yesodiim ve-ha-tikhoniim' (List of textbooks, supplementary books and teaching aids for elementary and secondary schools). Jerusalem, 1957- . Annual. Supplement to *Hozer ha-menahel ha-kelali* [26].

Names of additional books approved during the year may be published in the *Hozer ha-menahel ha-kelali*.

The publishers of textbooks are with few exceptions general trade publishers who do not specialize in this particular field. They are listed, with addresses, in the following two directories:

- 69 HITAHADUT HOTSOT SEFARIM BE-YISRAEL (Book Publishers Association of Israel). *Mafteah kelali le-katalogim shel hotsot sefarim* (General index to book publishers' catalogues). Tel-Aviv, 1959. 292 p. An author and title index.

- 70 *Katalog Bar-David le-sifre Yisrael* [Bar-David's Israel book catalog. Tel-Aviv, J. Bar-David, 1957- . Irregular.

In Hebrew, though title is bilingual. Also directory of publishers in English. A compilation of publishers' catalogues (trade books and textbooks) with author, title and classified indexes. In the classified index, textbooks are listed with their respective subjects rather than in a separate section.

Lists of books for supplementary reading include:

- 71 *MISRAD HA-HINUKH VE-HA-TARBUT. Reshimat sifre-keria li-ladim* (List of books for supplementary reading), 2nd ed. Jerusalem, 1959. 107 p.

A list of books for children's reading for pleasure, arranged by grade, from the first to the eighth. For the guidance of teachers and school librarians.

- 72 *HA-UNIVERSITA HA-IVRIT BI-YERUSHALAYIM. BET HA-SEFER LE-HINUKH* (Hebrew University of Jerusalem. School of Education). *Ma ekra? madrikh keria ba-sifrut ha-ivrit ve-ha-kelalit* (What shall I read? A guide to reading in Hebrew and general literature). Jerusalem, 1958. 2 vols.

Vol. 1, for the 7th, 8th and 9th grades, is by Sh'muel Shim'oni and vol. 2, for the 10th, 11th and 12th grades and the adult reader, is by Aya Lubin Tsifroni and Tovia Shlonsky. The list is for reading for pleasure. It is confined mainly to *belles-lettres* (novels, drama, poetry, essays and biography); however, the first volume includes also some reading in the natural and social sciences. For each work there is a descriptive and critical annotation of 50-150 words.

This centre is concerned with audio-visual aids:

- 73 *HA-MERKAZIA HA-PEDAGOGIT* (The Pedagogic Centre) *Misrad ha-hinukh ve-ha-tarbut*, 8 Rehov Solomon, Jerusalem.

Ha-Merkazia ha-Pedagogit, the Pedagogic Centre of the Ministry of Education, with 12 local branches, maintains collections of audio-visual and other instructional materials which may be borrowed by schools. It publishes annotated lists of films and other teaching aids in various subjects and maintains permanent exhibitions of such materials at the national as well as at the local centres.

Film-strips are produced in Israel by the Merkaziah, jointly with the Civic Information Service of the Prime Minister's Office, and also by

- 74 *SIRTONE YISRAEL* (Israel Film-strips) Rehov Professor Shor 7, Tel-Aviv.

Education associations

The main teachers' association is Histadrut ha-Morim be-Yisrael [78] which includes a number of subsidiary associations of teachers in specific branches of education. In addition, there are independent associations of teachers representing special interests. Groups of both types are listed in Unesco's *Teachers'*

associations... [International sources 2]. To this list may be added a number of associations of teachers of specific subjects [for example, 75-77]:

- 75 *IGUD HA-MORIM LE-ANGLIT* (Association of English Teachers)

66 Rehov Rashi, Tel Aviv.

- 76 *IGUD MORE HA-FIZIKA* (Association of Physics Teachers)

Rehov ha-aluf David Marcus, Ramat Gan.

- 77 *IGUD MORIM LE-HISTORYA BE-YISRAEL* (Association of History Teachers in Israel)

3 Rehov Lieberman, Tel Aviv.

Special mention should be made of

- 78 *HISTADRUT HA-MORIM BE-YISRAEL* (The Israel Teachers' Association)

93 Rehov Arlosoroff, POB 303, Tel Aviv.

Founded in 1903, this association joined the General Federation of Jewish Labour [45] in 1950. Its purpose is to promote members' professional interests; to serve as a forum for the discussion of educational questions and to bring its members' views to the attention of the Ministry of Education; to sponsor refresher courses for teachers; to foster the use of the Hebrew language; to represent Israeli teachers at international meetings and to co-operate with teachers' associations in other countries. Among its publications are

- 79 *Ha-hinukh* (Education), 1910- . Quarterly.

- 80 *Hed ha-hinukh* (Echo of education), 1927- . Weekly.

- 81 *HISTADRUT HA-MORIM BE-YISRAEL. Safer ha-yovel shel histadrut ha-morim* (Jubilee volume of the Israel Teachers' Association). Jerusalem, 1956. 690 p.

Essays on education in Israel and on the activities of the association during its first 50 years of existence.

- 82 *Otsar ha-more* (The teacher's treasury). A series of books for teachers.

- 83 *Sada at-tarbiya* (Echo of education), 1952- . Fortnightly. In Arabic.

Education associations include:

- 84 *IGUD BATE HA-SEFER HA-TIKHONIIM* (Association of Secondary Schools)

POB 4022, Tel-Aviv.

- 85 *HIT'AGDUT LE-HINUKH MEVUGARIM BE-YISRAEL* (Association for Adult Education in Israel)

POB 303, Tel-Aviv.

- 86 *HEVRA LE-HINUKH* (Education Society)

c/o A. Ben-Or, Assistant Director, Ministry of Education, Rehov Shivte Yisra'el, Jerusalem.

A society founded on the private initiative of members of the Ministry of Education and Culture and of the School of Education of the Hebrew University. The society meets for lectures and discussions and maintains contact with international education associations.

[See also 89 and 91.]

Educational journals

- 87 GOVERNMENT PRESS OFFICE. *List of newspapers and periodicals appearing in Israel*. Jerusalem, 1955- . Irregular.

The list is arranged by subject, with a title index, and states the language and address of each periodical.

The following work may also be consulted: *International list of educational periodicals* [International sources 3].

To the periodicals appearing in these two lists should be added:

- 88 *Ba-hinukh ha-mashlim* (Extracurricular activities), 1960- . Jerusalem. Irregular.

Issued by the Youth Division (ha-Mahlaqa le-no'ar) of the Ministry of Education and Culture.

- 89 *Bi-sede hemed* (In the field of state religious education), 1957- . Tel-Aviv. 9 issues a year.

Published by Irgun ha-morim ha-datiim be-Yisrael (Association of Religious Teachers in Israel), 166 Rehov Ibn-Gavirol, Tel-Aviv.

- 90 *Igeret le-hinukh* (Letter for education), 1950- . Tel-Aviv. Approximately 6 issues a year.

Issued by one of the federations of the *kibbutzim* [49]; *Ihud ha-kevutsot ve-ha-kibutsim*.

- 91 *Ma'alot* (Steps), 1960- . Haifa. Irregular.

Issued by Irgun ha-morim ha-tikhoniim, ha-miktso'iim ve-ha-haklaiim (Association of Secondary School, Vocational and Agricultural Teachers), Rehov A. D. Gordon 6, Ramet Remez, Haifa.

- 92 *Yedi'on le-more historya* (Bulletin for teachers of history), 1961- . Ramat Gan. Irregular.

[See also 67, 79, 80 and 83.]

Educational statistics

The main source of educational statistics is the series of educational censuses carried out annually by the Ministry of Education and Culture in co-operation

with the Central Bureau of Statistics; every year the Ministry receives data on schools, classes, pupils and teachers broken down into categories following various lines of interest. The same bodies also carry out occasional special censuses and surveys on particular topics. The data thus obtained are assembled in the publications of the Central Bureau of Statistics listed below. These publications also contain statistics on the institutions of higher education, which are furnished by the institutions themselves.

In addition, the Bureau compiles data specially requested by other government departments and non-governmental research foundations in connexion with their administrative and research problems.

More specific statistics on local school systems are published by several cities [41-43].

- 93 MISRAD HA-HINUKH VE-HA-TARBUT [ve] HA-LISHKA HA-MERKAZIT LE-STATISTIKA (Ministry of Education; Central Bureau of Statistics). *Statistika shel bate sefer ve-gane yeladim* (Statistics of schools and kindergartens). Jerusalem, 1952- . Annual or semi-annual.

Title varies. Added title page in English; text and headings in both Hebrew and English. Gives the results of the latest educational census, including number of schools, by type and by area; number of classes and of teaching positions; number of pupils by type of school and by grade.

- 94 HA-LISHA HA-MERKAZIT LE-STATISTIKA (Central Bureau of Statistics). *Shenaton statisti le-Yisrael / Statistical abstract of Israel*. Jerusalem, 1950- . Annual. In Hebrew and English.

Added title page in English; text and headings in both Hebrew and English. The section on education includes statistics on schools—by type of school—and on institutions of higher education—individually; data on pupils and teachers, including ethnographic information; and data on the level of education in the population as a whole. In each table, up-to-date statistics, usually within two or three years of the date of the volume, are given side by side with the corresponding statistics of past years, thus facilitating comparison. The sources for the tables are noted in the preface.

- 95 *Ha-yarihon ha-statisti le-Yisrael* (Statistical monthly of Israel). Helek 1: *Havra* (Sociological data). Jerusalem, 1949- . Monthly.

Appendixes to this Section 1 include statistics on education, in somewhat more detail than the *Statistical abstract*. Explanations and headings are in Hebrew only, but an English summary is available as noted below:

- 96 CENTRAL BUREAU OF STATISTICS. *Statistical bulletin of Israel. English summary*. Jerusalem, 1954- . Monthly.

Presents the same tables as above [95], but in highly abridged form.

Education biography

There are no biographical reference works specifically devoted to educators. However, educators are included in the following:

- 97 *Who's who: Israel*. Tel-Aviv, P. Mamut, 1958- .
Published annually or biennially.
- 98 *World Jewish register; a biographical compendium of notable Jews in the arts, sciences and professions*, ed. by Itzhak J. Carmin. New York, Monde Publishers, 1955-56. 764 p.

Education libraries and museums

There is no directory of libraries and museums. Some of the more important education libraries are the following:

Library of the School of Education, Hebrew University of Jerusalem [1].

- 99 BET-MIDRASH LE-MORIM (Beit ha-Kerem Teachers' College).
Beit ha-Kerem, Jerusalem.

- 100 SIFRIA PEDAGOGIT 'BET LESIN' (Beit Lessin Pedagogical Library)

26 Rehov Weizmann, Tel Aviv.

- 101 MISRAD HA-HINUKH VE-HA-TARBUT (Ministry of Education)

Rehov Shivte Yisra'el, Jerusalem.

- 102 SEMINAR HA-KIBUTSIM - BEIT MIDRASH LE-MORIM (Teachers' College of the Kibbutzim)

32 Rehov Bene Dan, Tel-Aviv.

- 103 SEMINAR HA-KIBUTSIM 'ORANIM' ('Oranim', Teachers' College of the Kibbutzim)

Tiv'on.

See also Ha-Merkazia ha-Pedagogit [73], which is a pedagogical library and museum.

Inter-availability of educational resources

There are no printed sources for the exchange of persons or educational materials. Those interested in obtaining information should write to the Library of the School of Education of the Hebrew University or the Ministry of Education and Culture [see 1 and section on 'Education libraries and museums' above].

Reference works

Encyclopaedias and dictionaries of education: general

- 1 AOKI; HOSOYA; MUNAKATA. *Kyoiku kagaku jiten* (Dictionary of educational science). Tokyo, Asakura-shoten, 1956. 830 p.
- 2 ISHIYAMA, *et al.* *Kyoiku kenkyu jiten* (Encyclopaedia of educational research), rev. ed. Tokyo, Kaneko-shobo, 1958. 1,600 p.
- 3 KAIGO; SAWADA; MIYAHARA. *Kyoikugaku jiten* (Encyclopaedia of pedagogy). Tokyo, Heibonsha, 1957-59. 6 vols.
Encyclopaedia covering all fields of educational science, with detailed chronology of education in Japan and in foreign countries.
- 4 KOBAYASHI, Sumie, ed. *Kyoiku hyakka jiten* (Encyclopaedia of education), rev. ed. Tokyo, Fukumura-shoten, 1959. 1,360 p.
- 5 MASUDA, Koichi, *et al.* *Taikei kyoikugaku daijiten* (Systematic dictionary of pedagogy), 2nd ed. Tokyo, Iwasaki-shoten, 1957. 1,300 p.
- 6 MINISTRY OF EDUCATION. *Education in Japan, graphic presentation*. Tokyo, 1954-. Irregular.
Gives an introduction to and explanation of Japanese education in various fields—including administration, school education and social education. For each item a chart in three colours faces the text.

Dictionaries of special fields

- 7 HIRASAWA, *et al.*, eds. *Shakai kyoiku jiten* (Dictionary of social education). Tokyo, Iwasaki-shoten, 1956. 637 p.
Dictionary mainly for the leaders of adult or youth education. In 4 parts: history, theory, practice and administration: appendix and bibliography.
- 8 HOSOYA, Toshio, ed. *Gendai gakko keiei jiten* (Modern dictionary for school management). Tokyo, Meiji-tosho, 1960. 700 p.
- 9 KIDO, Mantaro, *et al.*, eds. *Taikei kyoiku shinrigaku jiten* (Systematic dictionary of educational psychology). Tokyo, Iwasaki-shoten, 1956. 450 p.
- 10 OKABE, Yataro, ed. *Kyoiku hyoka jiten* (Dictionary of educational evaluation). Tokyo, Kokudo-sha, 1958. 484 p.
Dictionary for the method of evaluating the effects of learning, school management and teachers' services.
- 11 SAGARA, Ichi, ed. *Gakko gyosei jiten* (Dictionary for school administration). Tokyo, Seibundo-shin-kosha, 1958. 770 p.

- 12 *Shogakko keiei jiten* (Dictionary for elementary school management). Tokyo, Shogaku-kan, 1960. 400 p.
- 13 USHIJIMA, *et al.*, ed. *Kyoiku shinrigaku jiten* (Dictionary of educational psychology). Tokyo, Kaneko-shobo, 1957. 700 p.
- 14 YAMADA, Sakae, ed. *Chugakko kyoiku-gijutsu jiten* (Dictionary for lower secondary school management). Tokyo, Iwasaki-shoten, 1956. 900 p.

Yearbooks, directories, handbooks and guides

- 15 *Kyoiku nenkan* (Yearbook of education), 1952-56. Tokyo, Jiji Press, 1953-57. Annual.
Main educational developments during the preceding year, trend of educational research and principal research works, educational statistics, educational laws and regulations, list of education associations, trends of education in foreign countries, etc.
- 16 *Nippon kyoiku nenkan* (Japan education yearbook). Tokyo, Nippon Kyoiku Shinbun, 1947-. Annual.
Contains data similar to *Kyoiku nenkan*, as well as the list of principal research workers and educators (more than 2,500 persons), indicating their addresses, positions and main works. About 10 pages are devoted to textbooks and some 30 to education associations.
- 17 MONBUSHO DAIGAKU GAKUJUTSU KYOKU (Ministry of Education. Higher Education and Science Bureau). *Zenkoku daigaku ichiran* (National list of universities). Tokyo, 1949. Annual.
List of all universities and their institutes, etc., indicating addresses, number of students, names of the presidents, deans, principals.
- 18 SHIRITSUGAKKO-SHINKOKAI, ed. *Gakko hojin meibo* (List of school juridical persons). Tokyo, 1959. 220 p.
- 19 *Zenkoku gakko meikan* (List of schools and universities). Tokyo, Bunka-kenkyusha, 1949-. Annual.
List including universities and schools at all levels, indicating addresses, number of teachers, classes and students.

[For directories of institutes of pedagogy and of teachers and administrators, see the sections 'Educational studies and research' and 'Education biography' below.]

Bibliographies

- 20 KOKURITSU KOKKAI TOSHOKAN (National Diet Library). *Zasshi kiji sakuin* (Index to articles in periodicals). Tokyo, Kinokuniya Shotan, September 1948-. Quarterly. Each issue contains 300-400 p.

The second part, of about 250 pages, contains articles on the social sciences, education and industry.

- 21 ———. *Zen-nippon shuppanbutsu somokuroku* (National catalogue of publications). Tokyo, Okurasho Insatsukyoku, 1948- . Annual.

General list including both official and private publications published in 1957. Japanese decimal classification.

- 22 KYOIKUSHO-KYOKAI. *Kyoikusho somokuroku* (General list of books for pedagogy and education). Tokyo, Kyoikusho-kyokai, 1955- . Annual.

List of educational books published during the preceding year, with brief comment of 20-30 words on each. Does not include the publications of national and local government. Japanese decimal classification.

- 23 MONBUSHO KYOKASHOKA (Ministry of Education. Textbooks Section). *Monbusho kankobutsu moku-roku* (List of Ministry of Education Publications). Tokyo, March 1950- . Semi-annual.

List of publications with brief comments. Chronological by date of publication.

- 24 SEIFU KANKOBUTSU FUKYU KYOKAI. *Seifu kankobutsu moku-roku* (List of government publications). Tokyo, Okurasho Insatsukyoku, Jan. 1957- . Monthly.

Includes brief comment.

- 25 *Shuppan nenkan* (Publication annual). Tokyo, Shuppan-News, 1951- . Annual. About 2,000 p. per issue.

In addition to the lists of books published during the preceding year, includes statistics on publication, list of publishers and authors, etc. The 1960 edition lists educational books on p. 407-44 and reference books for students on p. 1036-153. No official publications are included.

[See also 166, 173 and 308-310.]

Legislative and policy documentation

The Constitution established the spirit underlying education, while the Fundamental Law of Education prescribes the ideal and fundamental principles of education in accordance with the provisions of the Constitution. To develop these aims and principles, various kinds of laws and regulations have been enacted for education in fields such as educational administration and finance, school and social education, culture and religion.

Laws, cabinet orders and ministerial ordinances are the fundamental legal bases. Laws are enacted by the National Diet. Orders are issued by the cabinet, which is the executive body, to make necessary provisions for enforcing the laws. Ordinances are issued

by the Ministers concerned to implement laws and orders; they include regulations, rules and standards. Circular notices and instructions issued on the basis of legislation or authority are not laws but have legal force. Subject to laws and orders, prefectural governments establish regulations and prefectural boards of education make rules concerning education under their jurisdiction.

Two types of laws affect the administration of education. One includes those enacted specifically for the government of education, e.g., the Fundamental Law of Education, the School Education Law, the Law concerning the Organization and Function of Local Educational Administration, and the Law concerning the National Treasury's Share of Compulsory Education Expenses. The other type includes general laws related to administration and finance in the educational and other fields, e.g., the Local Autonomy Law and the Local Grant Law.

A collection of laws and regulations is arranged in one of two manners. One is the loose leaf system, according to which new laws and regulations are added to the original collection and the old are replaced by amendments, whenever applicable. In the other system, a collection of laws and regulations, including the new and amended, is published every year. In Japan, most collections of educational laws and regulations are of the loose leaf type.

Some collections of educational laws and regulations cover those for all fields of education, while others contain those applied to a special field. Generally, the latter include rules, circular notices, etc., which the former exclude.

The National Diet, the Ministry of Education and councils in the Ministry are administrative organs which affect educational policy. There are education committees in both houses of the Diet, the House of Representatives and the House of Councillors. The record of debates is published by the Education Committee. Educational policies established by the Ministry of Education are clarified in circular notices, notifications, etc.

The councils of the Ministry of Education are of two types. One carries on research and deliberates on the general policy of education, whereas the other deals with matters in special fields of education.

Legislative documentation

- 26 ARIKURA, Ryokichi; AMAGI, Isao. *Kyoiku kankei-ho, I, II* (Laws concerning education, 1, 2). Tokyo, Nippon Hyoron Shinsha, 1958. I, 550 p.; II, 703 p. Outline of law, Part II: Commentary vol. 28.

For each provision of important educational laws, interpretations and explanations are given with items of reference orders or regulations. Contains: Fundamental Law of Education, School Education Law, Educational Personnel Certification Law, Social Education Law, Law concerning Organization and Function of Local Educational Administration, Law for special Regulations concerning Educational Personnel, and Law governing Provisional Measures for Securing Political Neutrality of Compulsory Education.

- 27 HOMUSHO (Ministry of Justice), ed. *Genko Nippon hoki, kyoiku bunka* (Current laws and regulations in Japan). Vols. 19 and 20 (Education and culture). Tokyo, Teikoku Chiho Gyosei Gakkai, 1949. 43 vols. Loose leaf.

Collection of all laws and regulations. The 19th and 20th volumes contain laws and regulations concerning education.

- 28 JAPANESE NATIONAL COMMISSION FOR UNESCO. *Laws, ordinances, etc., relating to audio-visual education in schools in Japan*. Tokyo, 1960. 74 p.

- 29 ——. *Laws and ordinances relating to industrial education in Japan*. Tokyo, 1959. 274 p.

- 30 KORITSU GAKKO KYOSAI KUMIAI HONBU (The Head Office of Public School Mutual Aid Association). *Koritsu gakko kyosai kumiai kankei hoki shu* (Collection of laws and regulations relating to Public School Mutual Aid Association). Tokyo, Teikoku Chiho Gyosei Gakkai, 1956. 2 vols.

Collection of laws, regulations and circular notices concerning welfare services and mutual aid for public school personnel in cases of illness, injury, disaster, death, etc.

- 31 MINISTRY OF EDUCATION. *Educational laws and regulations in Japan*. Tokyo, 1953.

These series include the Constitution, the Fundamental Law of Education (10 p.), School Education Law (10 p.), the Ministry of Education Establishment Law (13 p.), the Boards of Education Law (11 p.), National School Establishment Law (16 p.), Private School Law; Social Education Law (22 p.). All laws and regulations concerning education which existed in 1953 are translated. Since the School Education Law and the Ministry of Education Establishment Law have been considerably amended, new editions were published in 1960—School Education Law (18 p.) and the Ministry of Education Establishment Law (22 p.).

- 32 MONBUSHO KAIKEIKA (Ministry of Education. Accounting Section). *Monbusho kaikei reiki* (Established regulations of financial affairs of the Ministry of Education). Tokyo, Teikoku Chiho Gyosei Gakkai, 1960. Loose leaf.

Collection of necessary laws and regulations to operate the financial affairs of the Ministry of Education, such as budget, settlement of accounts, property, equipment and supplies, salaries, travel allowances, etc.

- 33 MONBUSHO KANRIKYOKU (Ministry of Education. Administrative Bureau). *Shiritsu gakko kankei horei shu* (Collection of laws and regulations

concerning private schools). Tokyo, Daiichi Hoki Shuppan, 1959. 1,532 p.

Contains all necessary laws and circular notices to manage and operate private schools; e.g., Private school laws, Private School Promotion Association Law. Important provisions of the laws have notes indicating the pertinent orders or regulations.

- 34 MONBUSHO SOMUKA (Ministry of Education. General Affairs Section). *Kyoiku kankei reiki-shu* (Established regulations of education). Tokyo, Daiichi Hoki Shuppan, 1955. Loose leaf.

Collection of the Ministry of Education's circular notices, interpretations, questionnaire and answers to questions concerning educational laws and regulations. Administrative precedents relating to education given by courts of justice are also indicated.

- 35 ——. *Monbu-horei soran* (General collection of educational laws and regulations). Tokyo, Teikoku Chiho Gyosei Gakkai, 1950. 4 vols.

Collection of all laws concerning education (including cabinet orders and ministerial ordinances) and main circular notices relating to the laws. The largest among collections of educational laws and regulations. Annulled laws and regulations are contained in their entirety. The original collection was published in 1950; since then, new and amended laws are added loose leaf.

- 36 ——. *Monbu horei yoran* (Summary of educational laws and regulations). Tokyo, Teikoku Chiho Gyosei Gakkai, 1957- . Annual.

Collection of main laws and regulations concerning education. Laws and regulations necessary for national and local officials in charge of educational administration are included.

- 37 MONBUSHO; TO-DO-FU-KEN KYOIKU IINKAI (Ministry of Education; Prefectural Boards of Education), ed. *Gakko-kankei-ho zenshu*, 1-5 (Collection of laws concerning schools, vols. 1-5), rev. ed. Tokyo, Teikoku Chiho Gyosei Gakkai, 1956. Loose leaf.

Originally published in 1923. All laws and regulations concerning education are included in volumes 1, 2 and 3. Volumes 4 and 5 are collections of educational regulations of all prefectures; educational rules of prefectural boards of education; and notices issued by prefectural boards of education to municipal boards of education or schools. Regulations, rules and notices of each prefecture are collected in one or two volumes. This material is important and necessary if one wants to know the educational rules and regulations in each prefecture.

- 38 —; ——. *Kyoiku-ho zenshu*, 1-8 (Collection of educational laws, vols. 1-8). Tokyo, Daiichi Hoki Shuppan, 1954. Loose leaf.

Volumes 1-6 are a collection of educational laws and circulars, while 7 and 8 contain educational regulations of all prefectures, educational rules of prefectural boards of education, and notices.

- 39 NAIKAKU (Cabinet), ed. *Genko horei shuran* (Collection of current laws and regulations). vol. 13: 'Gakuji' (Education). Tokyo, Teikoku Chiho Gyosei Gakkai, 1930-49. 23 vols.

Collection of all laws and regulations in Japan. Loose leaf system. The 13th volume contains educational laws and regulations.

- 40 SAGARA, Iichi. *Kyoiku hoki* (Educational laws and regulations). Tokyo, Seibundo Shinkosha, 1956. 260 p.

Policy documentation

- 41 KOKKAI SANGIIN (House of Councillors of the Diet). *Sangiin Bunkyo Iinkai kaigiroku* (Proceedings of Education Committee of House of Councillors). Tokyo.

Stenographic records of the debates held by the Education Committee in the House of Councillors of the National Diet.

- 42 —. *Sangiin kaigiroku* (Proceedings of the House of Councillors). Tokyo.

Stenographic records of the plenary session of the House of Councillors of the National Diet.

- 43 KOKKAI SHUGIIN (House of Representatives of the Diet). *Shugiin Bunkyo Iinkai kaigiroku* (Proceedings of the Education Committee of the House of Representatives). Tokyo.

Stenographic records of the debates held in the Education Committee of the House of Representatives of the National Diet.

- 44 —. *Shugiin kaigiroku* (Proceedings of the House of Representatives). Tokyo.

Stenographic records of the plenary session of the House of Representatives of the National Diet.

Contents of the next three books noted follow each other in the order given:

- 45 MONBUSHO. *Shoggako gakushu shido yoryo, 1958* (Course of study for elementary schools), rev. ed. Tokyo, Teikoku Chiho Gyosei Gakkai, 1958. 260 p.

A notification of the Ministry of Education. Contains general principles for teaching; allocation of school hours by grade and by subject; aims, objectives and guidance provisions of each subject, etc.

- 46 —. *Chugakko gakushu shido yoryo, 1958* (Course of study for lower secondary schools), rev. ed. Tokyo, Teikoku Chiho Gyosei Gakkai, 1958. 281 p.

Gives standards to be followed.

- 47 —. *Kotogakko gakushu shido yoryo, 1960* (Course of study for upper secondary schools), rev. ed. Tokyo, Okurasho Insatsukyoku (Ministry of Finance Printing Bureau), 1960. 338 p.

Gives standards to be followed.

- 48 MONBUSHO CHOSAKYOKU (Ministry of Education. Research Bureau). *Chuo Kyoiku Shingikai yoran* (Handbook of the Central Council for Education). Tokyo, 1959. 133 p.

On request by the Minister of Education, the Central Council for Education conducts research and deliberation on basic policies concerning education and culture. The council submitted recommendations of 18 items including measures for promotion of scientific and technological education, education for working youths, private school education, etc. The recommendations presented by the council are collected in this book.

- 49 —. *Kyoiku Sasshin Shingikai yoran* (Handbooks of the Education Reform Council). Tokyo, 1952. 147 p.

A Committee of Japanese educators was established to co-operate with the United States Education Mission which visited Japan in 1946. After accomplishing its function, the committee became in the same year the Education Reform Council. It carried out research and study on important educational matters referred by the Prime Minister; before it disbanded in 1952 the committee submitted recommendations on 35 items—recommendations which had an important effect upon the educational reform and the decisions taken in post-war educational policy. This work contains points on which the council deliberated.

- 50 —. *Susumiyuku shakai no seishonen kyoiku* (Youth education in changing society). Tokyo, 1960. 221 p.

Generally known as the second white paper on education. Presents the actual condition of educational institutions for youths from 15 to 17 years of age. Points out clearly the problem of youth education; states future planning.

- 51 —. *Wagakuni no kyoiku suijun* (Educational standards in Japan). Tokyo, 1959. 198 p.

Generally known as the first white paper on education in Japan. Contains a statement and statistics about the spread of education, the curriculum, scholastic achievement, educational conditions—teaching personnel or educational facilities—and educational expenditures. The educational standard of Japan is compared with those of the United States, the United Kingdom, France, the Federal Republic of Germany, and the Union of Soviet Socialist Republics. Educational policies are suggested for future adoption.

- 52 MONBUSHO SOMUKA (Ministry of Education. General Affairs Section). *Monbu gyosei shiryō* (Materials for educational administration), 1-14. Tokyo, 1945-60. Irregular.

Contains all circular notices and edited matters on education issued by the Ministry of Education.

Administration of the educational system

The authorities responsible for educational administration are the Ministry of Education at the national level, prefectural boards of education and governors at the prefectural level, and municipal boards of education and mayors at the municipal level.

The activities of the Ministry of Education cover elementary and secondary education, higher education, science and culture. The Ministry is empowered to offer necessary guidance, advice and assistance to the prefectural and municipal education authorities.

The prefectural boards of education consist of five members each. These members are appointed by the governor with the consent of the assembly of the prefecture. The prefectural boards are empowered to offer necessary guidance, advice and assistance to municipal education authorities.

The municipal boards of education consist of five or three members, who are appointed by the mayor with the consent of the municipal assembly.

Generally speaking, kindergartens, elementary and lower secondary schools are maintained by municipalities, and special schools for the handicapped and upper secondary schools are maintained by prefectures. The National Government maintains 72 universities as well as a number of elementary and secondary schools.

Responsibilities for public educational finance are shared by the National Government, prefectures and municipalities. Each government level provides support for its educational activities by funds derived from its own taxes and other income.

The National Government provides subsidies to prefectures and municipalities. Such national subsidies include not only special subsidies for education, but also the local finance equalization grant, i.e., the national support of local finance in general from which a part of local expenditure for education is derived.

In order to maintain and improve the quality of compulsory education, the National Government defrays one half of the salaries of the teaching staff in the elementary and lower secondary schools which are maintained by municipalities. The other half is paid by the prefectural governments. The National Government also pays one half of the cost of school equipment in these schools.

Annual and other reports on education

[For a bibliography of the annual and other reports compiled by the Ministry of Education, see 23.]

The principal annual reports of the Ministry of Education include the following [53-55]:

- 53 *Monbusho nenpo* (Annual report of the Ministry of Education), 1873- . Annual.
Describes the developments in educational administration during the year. Also contains major circulars and other docu-

ments, as well as educational statistics. (A recent volume covering the school year 1958/59 contains 419 pages.) The English version of this report is

MINISTRY OF EDUCATION. *Annual report, 1955- . Tokyo, 1957- . Annual.*

Gives developments in the various fields of Japanese education. The last 70 or 80 pages are devoted to basic statistics of education for the school year.

- 54 —. *Progress of education in Japan during the school year, 1957- . Tokyo, 1958- . Annual.* Published also in French.

Brief outlines of annual developments, taken from a Japanese edition, with statistics. Prepared for the annual reports of the International Conferences on Public Education which are called by the International Bureau of Education and Unesco and are held in Geneva, Switzerland.

- 55 MONBUSHO. *Shakai kyoiku no genjo* (The present situation in social education). Tokyo, Monbusho Shakai Kyoiku Kyoku, 1950- . Annual.

Compiled by its Social Education Bureau. This is the Ministry's annual report of social education, that is, education of adults and out-of-school youth. It depicts the developments in that field during the year. Major documents and statistics are also presented.

Other important reports of the Ministry of Education include:

- 56 MINISTRY OF EDUCATION. *Progress of education reform in Japan.* Tokyo, 1958. 194 p.

A report submitted by the Ministry of Education to the Second United States Education Mission. Describes the progress made in education reform since 1945.

- 57 MONBUSHO. *Gakusei 80 nen shi* (Eighty years of developments in education). Tokyo, 1954. 1,220 p.

One of the most useful documents for those who want an historical perspective of educational administration in Japan. Presents a detailed history of education during some 80 years since the introduction of the modern educational system into Japan. The appendixes give important statutes and other documents.

- 58 —. *Koritsu koto-gakko nyugakusha senbatsu jisshi jokyo ni kansuru chosa hokokusho* (Report of the survey on the practice of the selection of entrants to public upper secondary schools). Tokyo, 1960. 75 p.

Compiled by the Elementary and Secondary Education Bureau. A report of an annual comprehensive survey on the methods and practice of upper secondary school selection. This survey has been carried out annually since 1952. Reports have been published every year.

- 59 —. *Moro kyoiku 80 nen shi* (Eighty years of education for the blind and the deaf). Tokyo, Futabashobo, 1958. 318 p.

In 1878 a school for the blind and the deaf was founded for the first time in Japan. The 80 subsequent years in this field of education are presented in detail in this official document.

- 60 MONBUSHO. *Sangyo kyoiku 70 nen shi* (Seventy years of vocational education). Tokyo, Koyo Mondai Kenyukai, 1956. 1,190 p.

Describes the progress of vocational education since its introduction into the public education system in Japan. Refers to the industrial and economic background of educational developments. Laws, regulations and statistics on vocational education are presented.

- 61 —. *Shakai kyoiku 10 nen no ayumi* (Developments in social education during the past 10 years). Tokyo, 1959. 448 p.

Compiled by the Social Education Bureau, this is one of the documents published in commemoration of the tenth anniversary of the enforcement of the Social Education Law. Records major developments in the field and gives important facts and figures.

- 62 —. *Shinsei gimu kyoiku no 10 nen* (Ten years of developments in compulsory education), Tokyo, 1958. 345 p.

In Japan the period of compulsory school attendance was prolonged to nine years in 1947. This document records the major developments in the Ministry's policies, and measures taken in regard to compulsory education for about ten years since 1947.

- 63 —. *Wagakuni kyoiku no genjo* (The present status of education in Japan). Tokyo, Okura Zaimu Kyokai, 1953. 472 p.

This document, compiled by the Research Bureau of the Ministry of Education, explains the present situation and problems in the field of education, from the viewpoint of equalization of educational opportunity.

[See also 276.]

Reports compiled by bodies other than the Ministry of Education include:

- 64 JAPANESE EDUCATION REFORM COUNCIL. *Education reform in Japan—the present status and the problems involved*. Tokyo, 1950. 196 p.

The report submitted to the Second United States Education Mission. The Japanese Education Reform Council was advisory to the Prime Minister.

Among the works on administration in general are:

- 65 ANDO, Takao. *Gakko kanri* (School administration). Tokyo, Seibundo Shinkosha, 1953. 215 p.

- 66 MUNAKATA, Seiya. *Kyoiku gyoseiron* (A treatise on educational administration). Tokyo, Todai Shuppankai, 1957. 510 p.

- 67 TAKAGI, Taro. *Kyoiku gyosei gairon* (An introduction to educational administration). Kyoto, Seki Shoin, 1956. 342 p.

[See also 8, 11 and 14.]

Main documents describing the structure of educational finance

- 68 AIZAWA, Hideyuki. *Kyoikuhi—sono sho-mondai* (Educational expenditures—many problems involved). Tokyo, Okura Zaimukyokai, 1960. 996 p.

By an accountant officer at the Ministry of Finance. Explains educational finance in Japan, from an historical viewpoint, and describes many problems involved in its present organization and practice.

- 69 JICHISHO (Ministry of Home Affairs). *Chiho zaisei no jokyō* (The financial status of local governments). Tokyo, 1957- . Annual.

This is the annual report analysing the financial status of the local governments in Japan. Reports general conditions of local finance during the year, and presents major figures on the total revenues and expenditures of these governments. Useful for those wanting to obtain accurate information on the local educational expenditures and their relation to local financial conditions.

- 70 MINISTRY OF EDUCATION. JAPANESE NATIONAL COMMISSION FOR UNESCO. *Educational finance in Japan*. Tokyo, 1955. 40 p.

Report submitted to the eighteenth International Conference on Public Education. Gives a history of educational finance in Japan. Notes its present conditions and makes an historical analysis of educational expenditure in Japan.

- 71 MONBUSHO. CHOSA KYOKU CHOSAKA (Ministry of Education. Research Bureau. Research Section). *Chiho kyoikuhi no chosa hokokusho* (Report on the survey of local educational expenditures). Tokyo, 1949- . Annual.

Reports for the years indicated include short texts explaining the structure of local educational finance in Japan: Report for the 1953-54 survey, p. 19-31; for the 1954-55 survey, p. 8-18; for the 1958-59 survey, p. 18-29. Produced also in English:

MINISTRY OF EDUCATION. *Local educational expenditures in Japan, 1949- .* Tokyo, 1951- . Annual.

Translations of the reports of national surveys on local educational expenditures conducted annually by the Ministry of Education. Those for the fiscal years 1954-55 and succeeding years are included in the section for educational expenditures.

- 72 MONBUSHO KOHOKA (Ministry of Education. Public Relations Section). *Kuni to chiho no bunkyo yosan* (Education budget of the national and local governments). Tokyo, 1959. 178 p.

A guide book for those concerned with educational finance. Explains the educational budget of the national and local governments for the fiscal year 1959-60.

- 73 OKURASHO (Ministry of Finance). *Kuni no yosan* (The national budget). Tokyo, Doyu Shobo, 1949- . Annual.

A yearbook of some 900 pages on the national budget. Detailed explanations on the national estimates of each governmental department, including the Ministry of Education. A useful guide book giving full information on the annual educational budget of Japan.

- 74 YASUJIMA, Hisashi. *Chiho kyoiku-hi kowa* (A lecture on local educational expenditure). Tokyo, Dai-ich Hoki Shuppan, 1958. 514 p.

Guide book on the organization and practice of local educational finance, written by the chief of the Finance Section, Elementary and Secondary Education Bureau, Ministry of Education.

The following works may also be consulted:

- 75 ITO, Kazue. *Gakko zaisei* (School finance). Tokyo, Yuhikaku, 1956. 346 p.
- 76 NAITO, Takasaburo. *Kyoiku zaiseigaku* (Educational finance). Tokyo, Seibundo Shinkosha, 1953. 238 p.

A detailed statement of educational finance, historical changes in local educational expenditure, educational finance system, and educational finance provisions, with many statistical data.

Structure and organization

The school system is composed of elementary schools, lower secondary schools, upper secondary schools, junior colleges, universities, special schools for handicapped children, and kindergartens. These schools are established by the National Government, local public bodies and 'school juridical persons'.

Japan is divided into 46 prefectures, each of which consists of cities, towns and villages. A prefecture has a Board of Education and each city, town or village has a Municipal Board of Education.

All national educational activities are administered by or are under the authority of the Ministry of Education. The national schools and other educational institutions are also under the jurisdiction of the Ministry. Prefectural boards of education administer certain public schools—mainly upper secondary schools and special schools for the blind and deaf—and other educational institutions established by prefectures. Municipal boards of education administer certain public schools—principally elementary and lower secondary schools—and other educational institutions established by municipalities.

Most elementary and secondary schools are established by local public bodies, while more than half of the universities and kindergartens are established by 'school juridical persons'.

School instruction consists of six years in elementary, three years in lower secondary, three years in upper secondary school, and four years in a university. This is called the 6-3-3-4 system, the first nine years of which are compulsory. The school beginning age is 6 years.

As a rule, elementary and lower secondary schools have from 12 to 18 classes; a class consists of under 50 pupils of the same grade. One-teacher schools are rare in Japan, although there are some very small schools in mountainous districts or outlying islands.

The standards for curricula in elementary, lower secondary and upper secondary schools are established by the Ministry of Education. The Ministry's 'Course of study' outlines the basic framework for curricula—which comprise subject fields, ethics, extracurricular activities and special school events. The subjects in elementary schools are the Japanese language, social studies, arithmetic, science, music, drawing and handicrafts, homemaking and physical training. In addition to the general subjects, vocational, foreign languages and various elective subjects are provided in the lower secondary curricula.

School textbooks are chosen from those authorized by the Ministry of Education. Each school organizes its own curricula and chooses textbooks to be used according to the type of school and the needs of pupils, in line with the standards established by the Ministry of Education.

The school year begins on 7 April and ends on 31 March in the following year. It is divided into two or three terms.

The publications listed here are selected from the more than 1,000 books on education issued annually. Books which seem of particular importance have been annotated briefly.

While publications concerning the higher educational system and the teacher training system in Japan are in general not listed in this chapter, a few are included below.

Works on the educational system in general

The following provide a general interpretation of the school system in Japan:

- 77 ANDO, Takao. *Gakko seido* (School system). Tokyo, Iwanami Shoten, 1949. 230 p.
- 78 IJIMA, Atsunobu; OKUDA, Shinjo; NINOSEKI, Takami. *Kyoiku sosetsu* (An introduction to pedagogy). Tokyo, Seishin Shobo, 1958. 308 p.
- 79 NAKAJIMA, Taro. *Kyoiku seidoron* (A treatise on the educational system). Tokyo, Fukumura shoten, 1960. 340 p.

The educational system in Japan is clearly explained in such aspects as educational administration and finance, compulsory

education, and higher education, on the basis of precise data and materials.

- 80 UMENE, Satoru; ANDO, Takao; NAGAO, Tosoji. *Kyoiku seido* (Educational system). Tokyo, Kaneko Shobo, 1951. 308 p.

This is vol. 6 of a Tokyo University of Education series.

[See also 6.]

Pre-primary education

Following are the major works in this field, with particular stress on kindergarten education:

- 81 KISHIMOTO, Yoshio, *et al.* *Yoji kyoiku taikai* (An outline of infant education). Tokyo, Kokudoshu, 1959. 3 vols.

A detailed explanation of the education of infants. The author describes the historical changes in the Japanese outlook; planning, research and theory in the education of the very young; facilities; the question of educators and teachers; a theory of guidance; promotion of health education; aid in social life.

- 82 KYOSHI YOSEI KENKYUKAI. YOJI KYOIKU KENKYUBUKAI, comp. (The Research Society for Teacher Training. Infant Education Research Section). *Yochien no keiei kanri* (Operation and maintenance of kindergartens). Tokyo, Gakugei Tosho, 1959. 215 p.

This study attempts to explain clearly the operation and maintenance of kindergartens from the points of view of organization, teacher training and classroom teaching, with due reference to laws and regulations and showing the results of practical experience.

- 83 ——. *Yoji no kyoiku katei* (Curricula for infants' education). Tokyo, Gakugei Tosho, 1956. 182 p.

- 84 MONBUSHO. *Yochien kyoiku shidosha, gengo hen* (Handbook for teachers in kindergartens—Japanese language). Tokyo, Toyokan Shuppansha, 1960. 81 p.

- 85 ——. *Yochien kyoiku shidosho, kaiga seisaku hen* (Handbook for teachers in kindergartens—drawings and handicrafts). Tokyo, Fröbel Kan, 1959. 52 p.

- 86 ——. *Yochien kyoiku yoryo* (Course of study for kindergartens). Tokyo, Fröbel Kan, 1956. 32 p.

The Ministry of Education provided this pamphlet to clarify the national standards of curricula in kindergartens. The outline of teaching contents and some important hints for teaching in kindergartens are presented in this handbook.

- 87 OGAWA, Masamichi; UMENE, Satoru; TANAKA, Kumajiro; ISHIYAMA, Hideo. *Yochien kyoiku* (Kindergarten education). Tokyo, Kaneko Shobo, 1950. 370 p.

This is vol. 9 of the Tokyo University of Education series.

- 88 ZENKOKU YOCHIEN SHISETSU KYOGIKAI (National Association of Kindergarten Facilities). *Yochien no tsukurikata to setchikijun no kaisetsu* (A guide to the establishment of kindergartens and an interpretation of national standards for kindergarten establishment). Tokyo, Fröbel Kan, 1957. 241 p.

Elementary education

Most are in a section above [77-80]. Below are listed, however, some major works concerning the content of teaching and teaching methods in elementary education.

- 89 HONMA, Shigeo; NOZAWA, Yosuke; YAMAKAWA, Iwanosuke. *Shogakko taiikuka shido saian 1-6 gakunen* (Teaching plan of physical education in elementary schools, grades 1-6). Tokyo, Meiji Tosho Shuppan, 1959. 3 vols.

- 90 HOSOYA, Toshio. *Shin kyoiku-katei soshu, shogakko hen* (New course of study series: elementary school). Tokyo, Kokudoshu, 1959. 10 vols.

- 91 INATOMI, Eijiro, *et al.* *Dotoku kyoiku jissen koza, dai ichi gakunen—dai roku gakunen no dotoku shido* (Practical moral education series: teaching of moral education in grades 1-6). Tokyo, Maki Shoten, 1959. 3 vols.

- 92 KANEKO, Junichi; KAWANISHI, Ryokichi; TANIGUCHI, Takamitsu. *Shogakko rika, shido saian, 1-6 gakunen* (Elementary school science—a detailed teaching plan, grades 1-6). Tokyo, Meiji Tosho Shuppan, 1959. 3 vols.

- 93 KYOIKU GIJUTSU KENKYUJO (The Research Institute for Educational Techniques). *Gakkyu keiei jiten, shogaku ichinen—rokunen* (Encyclopaedia of classroom teaching, grades 1-6). Tokyo, Shogakukan, 1954. 421 p.

- 94 KUMAZAWA, Akira, *et al.* *Kokugo kyoiku no tame no kokugo koza* (Japanese language series for teaching the Japanese language). Tokyo, Asakura Shoten, 1959. 8 vols.

- 95 MINISTRY OF EDUCATION. *Revised curriculum in Japan for elementary and lower secondary schools*. Tokyo, 1960. 66 p.

- 96 MONBUSHO. *Shogakko shidosho* (Handbook for elementary school teachers). Tokyo, 1960. 11 vols. A reference book published by the Ministry of Education for the convenience of teachers who conduct their classes according to the aims and principles of the revised course of study. Compiled by an editorial committee in the Ministry of Education, this handbook is especially authoritative. It consists of 11

volumes: Japanese language, Social studies, Arithmetic, Science, Music, Drawing and handicrafts, Homemaking, Physical education, Ethics, Extracurricular activities, School events.

- 97 MONBUSHO. SHOTO KYOIKUKA (Ministry of Education. Elementary Section). *Shoto kyoiku shiryō: shogakko gakushu shidoyoryo kaisetsu* (Elementary education materials: an introduction to the course of study for elementary schools). Tokyo, Meiji Toshi Shuppan, 1958. 392 p.

The text of this course of study, together with some commentaries, was provided by specialists of the Ministry of Education.

- 98 TOKYO KYOIKU DAIGAKU FUZOKU SHOGAKKO. SHAKAIKA KYOIKU KENKYUKAI (Tokyo University of Education. Elementary School. Research Society for Social Studies). *Shakaika no keitoteki shido* (Systematic teaching of social studies). Tokyo, Toyokan Shuppansha, 1959. 272 p.

- 99 —. FUZOKU SHOGAKKO ONGAKU KYOIKU KENKYUKAI (Tokyo University of Education. Elementary School. Research Society for Music Education). *Ongakuka no keitoteki shido* (Systematic teaching of music). Tokyo, Toyokan Shuppansha, 1959. 277 p.

- 100 —. FUZOKU SHOGAKKO SANSU KYOIKU KENKYUKAI (Tokyo University of Education. Elementary School. Research Society for Arithmetic Education). *Sansu no keitoteki shido* (Systematic teaching of arithmetic). Tokyo, Toyokan Shuppansha, 1959. 251 p.

- 101 —. FUZOKU SHOGAKKO ZUGA-KOSAKU KYOIKU KENKYUKAI (Tokyo University of Education. Elementary School. Research Society for Drawing and Handicrafts). *Zuga-kosakuka no keitoteki shido* (Systematic teaching of drawing and handicrafts). Tokyo, Toyokan Shuppansha, 1959. 282 p.

- 102 UEDA, Kyoko, et al. *Shogakko kateika shido no jissai* (Practice of teaching homemaking in elementary schools). Tokyo, Kasei Kyoikusha, 1959. 326 p.

- 103 UENO, YOSHITARO, ed. *Shogakko kyoikukatei koza, dai ichi gakunen—dai roku gakunen* (Elementary school course of study series, grades 1-6). Tokyo, Teikoku Chiho Gyosei Gakkai, 1959. 6 vols.

The aims and important aspects of the new course of study for elementary schools revised in 1958 are explained by a question and answer procedure directed to educational administrators, educators and other persons concerned.

Lower secondary education

The major works concerning curriculum and methods in lower secondary schools are listed below:

- 104 GIJUTSU-KATEIKA KENKYUKAI (The Research Society for Industrial Arts and Homemaking). *Chugakko gijutsu kateika gakushu shido no tebiki to kaisetsu* (Handbook for teachers of industrial arts and homemaking in lower secondary schools). Tokyo, Kairyudo, 1959. 2 vols.

- 105 HIRAI, Akio. *Kokugo kyoiku handobukku* (Handbook of Japanese language education). Tokyo, Maki Shoten, 1955. 822 p.

- 106 HOSOYA, Toshio, ed. *Shin kyoikukatei sosho, chugakko hen* (New course of study series: lower secondary school). Tokyo, Kokudoshu, 1959. 10 vols.

Describes the process and aims of the revision of lower secondary school course of study in every subject, and clarifies the meanings and important points of the revision.

- 107 INATOMI, Eijiro, et al. *Dotoku kyoiku jissenkoza, chugakusei no dotoku shido* (Practical moral education series: teaching of moral education in lower secondary schools). Tokyo, 1959. 198 p.

- 108 KYOZAI TO CHOSA KYOGIKAI. HOKEN TAIKU BUKAI (Committee on Teaching Materials and Research. Health and Physical Education Section). *Chugakko hoken taiikuka no gakushu shido* (Teaching of health and physical education in lower secondary schools). Tokyo, Nippon Bunka Kagakusha, 1959. 400 p.

- 109 MONBUSHO. *Chugakko shidosho* (Handbook for lower secondary teachers). Tokyo, 1958-60. 11 vols.

A handbook compiled in the same way and with the same purpose as that for elementary schools [96].

- 110 —. CHUTO KYOIKUKA (Ministry of Education. Secondary Education Section). *Chuto kyoiku shiryō, chugakko gakushu shido yoryo kaisetsu* (Lower secondary education materials; an introduction to the course of study for lower secondary schools). Tokyo, 1958. 463 p.

The text of the study course for lower secondary schools revised in 1958, with commentaries by specialists of the Ministry.

- 111 MOROI, Saburo, et al. *Chugakko kyoshi no tame no ongakuka* (Handbook for teachers of music in lower secondary schools). Tokyo, Iwasaki Shoten, 1959. 439 p.

- 112 OSAKA KORITSU CHUGAKKO. KYOIKU CHOSA KYOGIKAI. KAGAKU BUKAI (The Educational Research Society of Osaka Public Lower Secondary Schools. Science Section). *Chugakko rika shido no jissai, dai ichi gakunen—dai san gakunen* (Practice of teaching science in lower secondary schools, grades 1-3). Tokyo, Dainihon Tosho, 1953. 3 vols.

- 113 TODA, Kiyoshi. *Sugakuka kyoikuho soron* (An introduction to teaching methods in mathematics). Kyoto, Yanagihara Shoten, 1953. 260 p.
- 114 UTSUMI, Iwao. *Chugakko shakaika, rekishi shido no kenkyu to jissen* (Social studies in lower secondary schools: a study and practice of teaching history). Tokyo, Aoi Shobo, 1959. 1,044 p.
- 115 YAMAGATA, Hiroshi. *Bijutsu kyoiku gairon* (An introduction to fine arts education). Tokyo, Hobun Kan, 1959. 230 p.

[See also 95.]

Upper secondary education

Compared with works on elementary and lower secondary education, the greater part of the material on upper secondary education deals with a very detailed area of each subject. Following are a few books selected from this category:

- 116 ICHIKAWA, Sanki, *et al.* *Shin eigo kyoiku koza* (New English education series). Tokyo, Kenkyusha, 1953. 11 vols.
- 117 ISHI, Sanjiro; INOUE, Yoshio; KAKISHITA, Seiichiro. *Kotogakko kyoiku* (Education in upper secondary schools). Tokyo, Kaneko Shobo, 1951. 350 p.
This is vol. 12 of the University of Education series. Contains a detailed explanation of curricula, guidance and administration in upper secondary schools.
- 118 IWABUCHI, Etsutaro. *Koguko gaisetsu* (An introduction to the Japanese language). Tokyo, Gakugei Tosho, 1953. 248 p.
- 119 MONBUSHO. *Kotogakko geijutsuka ongaku shidosho* (Handbook for teachers of music in upper secondary schools). Tokyo, Hakubundo, 1959. 398 p.
- 120 —. *Kotogakko geijutsuka shodo shidosho* (Handbook for teachers of calligraphy in upper secondary schools). Tokyo, Toyokan Shuppansha, 1959. 91 p.
- 121 —. SHOTO CHUTO KYOIKUKYOKU (Ministry of Education. Elementary and Secondary Education Bureau). *Rika jikken to kansatsu* (Experiments and observations in science). Tokyo, Dainihon Tosho, 1959. 230 p.
- 122 ABE, Koji. *Genba no zuga kosakuka* (Practical teaching of drawing and handicrafts). Tokyo, Toyokan Shuppansha, 1959. 346 p.
- 123 HAMANO, Masao. *Genba no ongakuka* (Practical teaching of music). Tokyo, Toyokan Shuppansha, 1959. 296 p.
- 124 ITO, Hideo; SASAKI, Mitsuru; MIYATA, Takeo. *Gakko gyoji no keikaku to unei* (Planning and management of school events). Tokyo, Meiji Tosho, 1958. 3 vols.
- 125 KURASAWA, Eikichi. *Dokkai shido* (Teaching pupils to read). Tokyo, Asakura Shoten, 1959. 336 p.
- 126 MONBUSHO. *Atarashii kyoiku-katei* (The new course of study). Tokyo, Dainihon Tosho, 1958. 184 p.
Explains clearly the aims and principles of newly revised courses of study which came into effect in 1961 in elementary schools and in 1962 in lower secondary schools.
- 127 —. *Shogakko chugakko shichokaku kyoza no riyo* (Uses of audio-visual instructional aids in elementary and lower secondary schools). Tokyo, Gakushu Kenkyusha, 1960. 239 p.
Authoritative work explaining how to use the various kinds of audio-visual educational materials in elementary and lower secondary schools. Compiled by a special editorial committee of the Ministry of Education.
- 128 —. SHAKAI KYOIKU KYOKU (Social Education Bureau). *Terebijon kyoiku bangumi to sono riyo* (Uses of educational television programmes). Tokyo, Nippon Hoso Kyoiku Kyokai, 1959. 213 p.
- 129 NAGATA, Yoshio, *et al.* *Shoto-chuto seibutsu kyoiku koza* (Elementary and secondary biology series). Tokyo, Nakayama Shoten, 1959. 5 vols.
- 130 NIPPON RIKA KYOIKU GAKKAI (The Japan Research Society for Science Education). *Rika jikken kansatsu shido koza* (Science experiments and observations series). Tokyo, Toyokan Shuppansha, 1959. 4 vols.
- 131 OKIYAMA, Hikaru. *Dokkai shido no genri to hoho* (The principles and methods of teaching reading). Tokyo, Shinkokaku Shoten, 1959. 270 p.
- 132 OURA, Takeshi, *et al.* *Kyoikukatei to tokubetsu kyoiku katsudo* (Course of study and extracurricular activities). Tokyo, Meiji Tosho, 1958. 218 p.
- 133 SASAKI, Kentaro. *Taiikuka no atarashii jugyo* (The new teaching methods of physical education). Tokyo, Meiji Tosho, 1959. 256 p.
- 134 URUTA, Keiichi. *Genba no dotoku kyoiku* (Practical teaching of moral education). Tokyo, Toyokan Shuppansha, 1959. 341 p.

Curricula and teaching methods in general

Following are selected works on curricula and teaching methods which were not included in the above lists by school level:

- 135 UTSUMI, Iwao, *et al.* *Dotoku no jikan o ko kangaeru* (A study of moral education). Tokyo, Kofu Shuppan, 1959. 356 p.

Works on the special education system in general are included in an earlier section [77-80]. Following are some major books on special education for the blind and deaf and other handicapped children:

- 136 MONBUSHO. *Tokushu jido hanbetsu kijun to sono kaisetsu* (Standard for differentiating between handicapped and normal children and its explanation). Tokyo, Kofu Shuppan, 1953. 186 p.

The Ministry of Education establishes the standard for making a distinction between handicapped and normal children. This standard is explained.

- 137 SHINBORI, Michiya. *Tokushukyoiku gainen* (An introduction to special education). Kyoto, Yanagihara Shoten, 1952. 230 p.

This book defines special education and explains the method of guidance of retarded and abnormal children in classification of physically and mentally handicapped children.

- 138 TSUJIMURA, Yasuo. *Tokushu kyoiku—sono genjyo to kihonmondai* (Special education—its present condition and fundamental problem). Tokyo, Kofu Shuppan, 1956. 100 p.

Guidance, counselling and evaluation

- 139 HASHIMOTO, Juji. *Kyoiku hyokaho sosetsu* (An introduction to evaluation). Tokyo, Kaneko Shobo, 1959. 670 p.

- 140 KAMITAKE, Shoji, ed. *Kyoiku sodan no gijutsu* (The technique of counselling). Tokyo, Toyokan Shuppansha, 1959. 510 p.

- 141 KOMIYAMA, Eiichi, ed. *Kyoiku hyojun kensa handobukku* (Handbook of the standard test). Tokyo, Toyokan Shuppansha, 1959. 665 p.

- 142 MINISTRY OF EDUCATION. *Mathematics achievement test in Japan*. Tokyo, 1958. 65 p.

- 143 MIYASAKA, Tetsubun. *Seikatsushido* (Personal guidance). Tokyo, Asakura Shoten, 1959. 300 p.

- 144 MONBUSHO. *Chugakko, kotogakko shokugyo kyoiku no tebiki* (Handbooks of vocational guidance in lower and upper secondary school). Tokyo, Shokugyo Shidokyokai, 1949-1959.

- 145 —. CHOSAKYOKU (Ministry of Education. Research Bureau). *Zenkoku gakuryoku chosa hokokusho* (Report of the nation-wide achievement

survey). Tokyo, Okurasho Insatsu-kyoku, 1959. 300 p.

- 146 SAKAMOTO, Ichiro, *et al.* *Shinseikatsu shido sosho* (New personal guidance series), vols. 5-7. Tokyo, Gakugei Tosho, 1951. 3 vols.

Educational studies and research

Since the Second World War, educational research in Japan has come into its own. Studies have been carried out in educational psychology, educational sociology and comparative education. Moreover, although theoretical and historical studies were already quite well advanced in pre-war times, of late the themes have been widened and ideas regarding the history and the actual status of education have been modified. The idea of the democratization of education has permeated every field of educational research. Lastly, the number of those engaged in this research has been greatly increased.

In Japan, educational research and studies are conducted by national and local institutes and by educational faculties of universities, as well as by the Ministry of Education. Close co-operation in the field of research has been developing recently among those agencies. Moreover, in educational research the comparative approach has been stressed.

The three major centres for educational research in the general field are as follows:

- 147 KOKURITSU KYOIKU KENKYUJO (National Institute for Educational Research)

Kami-osaki Shinagawa-ku, Tokyo.

Organized under the direction of the Ministry of Education. Since its establishment, the institute has conducted a number of research projects on a nation-wide scale, aiming to present basic data for establishing the government's educational policies. The research and study conducted by this institute cover all fields of educational problems in Japan; results have been reported since 1951 in research bulletins. Since 1960, English language bulletins are published summarizing research accomplished in the preceding year.

- 148 NIPPON KYOIKU GAKKAI (The Japanese Society for the Study of Education)

c/o Tokyo Daigaku, Bunkyo-ku, Tokyo.

Organized on a nation-wide scale, the society has about 1,100 members, who are specialists engaging in educational research. Dividing Japan into seven sectors, it has branches in each. Every year both a general and local meetings are held. A quarterly Japanese journal of educational research *Kyoiku gaku kenkyu* [269], which is edited by this society, reports representative monographs.

- 149 ZENKOKU KYOIKU KENKYUJO RENMEI (National League of Institutes for Educational Research)

c/o Kokuritsu Kyoiku Kenkyujo, Tokyo.

The 200 national, prefectural, municipal and private institutes in Japan joined to form this league for the purpose of maintaining close relations in research activities and exchanging information. The league holds study meetings and publishes annual reports of its research.

[See also 313.]

A source book on educational research in general is

- 150 MONBUSHO. DAIGAKU KYOKU. KENKYU JOSEI KA (Ministry of Education. Higher Education and Science Bureau. Research Aid Section). *Kikan kenkyu hokoku shuroku* (Annual report of research in the various institutes), vol. 6. Tokyo, 1959. 188 p.

Reports of principal research performed by the universities and institutes which received subsidies from the Ministry of Education.

Following are other major works in the field:

- 151 ISHIYAMA, et al. *Kyoiku Daigaku koza* (Series of the University of Education). Tokyo, Kaneko-shobo, 1955. 35 vols.

Covers all fields of education. Annex is the Law of Education in Japan.

- 152 KATSUTA, et al. *Iwanami-koza: kyoiku* (Series of education). Tokyo, Iwanami-shoten, 1952. 8 vols. Volumes devoted to the main educational problem.

- 153 OGAWA, et al. *Gakko kyoiku koza* (Series of school education). Tokyo, Meiji-tosho, 1956. 12 vols.

This series covers every problem of education in school.

[See also 2.]

Educational theory

The principal centre devoted to the study of the theory of education is

- 154 NIPPON KYOIKU TETSUGAKU GAKKAI (Japanese Society for the Study of the Philosophy of Education)

c/o Jochi Daigaku, Kioi-cho, Chiyoda-ku, Tokyo.

A nation-wide organization with about 300 members who are specialists in this field. An annual meeting is held in autumn and a bulletin on the study of educational philosophy is published twice a year.

Major works in the field are:

- 155 HARUTA, Masaharu. *Kokusai rikai to kyoryoku no kyoiku gonen kenkyu* (Education for international understanding and co-operation—five years' study). Tokyo, Wako-Gakuen, 1959. 260 p.

- 156 ISHIYAMA, Shuhei. *Kyoiku genri* (The principles of education). Tokyo, Seibundo-shinko-sha, 1956. 220 p.

- 157 KAIGO, Tokiomi. *Kindai gakko no seikaku* (Character of modern school). Tokyo, Meiji-tosho, 1951. 324 p.

- 158 ——. *Kyoiku genri* (Principles of education). Tokyo, Asakura-shoten, 1956. 330 p.

- 159 ——; MURAKAMI, Shunsuke, ed. *Kyoikugaku gaisetsu* (An outline of pedagogics). Tokyo, Seishin-shobo, 1958. 301 p.

- 160 KOMORIYA, Kyo, ed. *Seikatsu kyoiku* (Life-centred education). Tokyo, Kokudo-sha, 1956. 302 p.

The first of an education series edited at Kokudo-sha; contains a description of the principles and history of 'life-centred' education in Japan.

- 161 MUNAKATA, Seiya. *Kyoiku kagaku* (Science of education). Tokyo, Kokudo-sha, 1956. 288 p.

- 162 NIPPON UNESCO KOKUNAI IINKAI (Japanese National Commission for Unesco). *Kokusai rikai no kenchi kara mita shakaida kyokasho no bunseki* (An analysis of textbooks for social studies, from the viewpoint of international understanding). Tokyo, 1958. 166 p.

- 163 OSADA, Arata. *Kyoiku gaku* (Pedagogics). Tokyo, Iwanami-shoten, 1948. 374 p.

- 164 TOKYO DAIGAKU CURRICULUM KENKYU-KAI (Curriculum Research Society of Tokyo University). *Nippon curriculum no kento* (Criticism of curriculum in the schools of Japan). Tokyo, Meiji-tosho, 1950. 360 p.

- 165 UMENE, Satoru, ed. *Sosho. Seikatsu kyoiku no zen-shin* (Series. The progress of life-centred education). Tokyo, Seibundo-shinko-sha, 1951-60. 10 vols.

This series covers the problems and methods in 'life-centred' education.

Educational history

While works in educational history are not listed here, it is important to note an outstanding society in this field:

- 166 KYOIKU-SHI GAKKAI (Society for Historical Research in Education)

c/o Tokyo Kyoiku Daigaku, Bunkyo-ku, Tokyo.

This society, with about 300 members, attempts to develop historical research in education. It holds annual meetings and publishes a bulletin once or twice a year. The first volume, issued in 1958, contains records of the meeting, monographs by members, a list of subjects for studies in various circles and

a bibliography of monographs in the field which lists more than 400 books or articles published after the Second World War.

Educational sociology

Centres for the field of educational sociology are:

- 167 NIPPON KYOIKU SHAKAIGAKU-KAI (Japan Society for the Study of Educational Sociology)

c/o Tokyo Daigaku, Kyoiku Gakubu, Bunkyo-ku, Tokyo.

About 500 members. Issues a report several times a year.

- 168 NIPPON SHAKAI KYOIKU GAKUKAI (Japan Society for the Study of Social Education)

c/o Tokyo Daigaku, Bunkyo-ku, Tokyo.

Consists of research workers in adult education at universities and research institutes and of administrators of adult education—about 300 members in all. Annual report.

Major works in educational sociology include:

- 169 CHUO SEISHONEN MONDAI KYOGIKAI (National Council for Youth Problems). *Hataraku seinen no seikatsu chosa* (A survey of the lives of youth workers. Analysis from the viewpoint of community activities). Tokyo, 1959. 214 p.

- 170 KAIGO, Tokimoi, et al. *Kyoiku Shakaigaku Koza* (Educational Sociology series). Tokyo, Toyokan, 1953-60. 10 vols. (vols. 2 and 10 in preparation).

A series which includes articles written jointly by Japanese leaders in the study of educational sociology. Subject of study and names of research workers are shown.

- 171 KOKURITSU KYOIKU KENKYUJO (National Institute for Educational Research). *Kinro seinen no kyoiku* (A survey on education for working youths). Tokyo, 1956. 5 vols.

Describes the life and education of young people according to each type of area. Regional societies in Japan are treated.

- 172 NIPPON KYOIKU SHAKAIGAKU-KAI (Japan Society for the Study of Educational Sociology). *Kyoiku shakaigaku kenkyu* (Study in educational sociology). Tokyo, Toyokan, 1951-60. 15 vols.

These reports from the society include dissertations related to the special topic of each edition and the members' main papers of the year. The special topics are: a view of educational sociology; problems of educational sociology; industry and education; problems of adult education; education for working youths; an analysis of the classroom; culture for the people and education; teacher, school and society; difference among schools in public education; organization and movement in education, etc. Vols. 14 and 15 treat books concerning educational sociology after the war.

- 173 NIPPON SHAKAI KYOIKU GAKU-KAI (Japan Social Education Society). *Nippon no shakai-kyoiku* (Social education in Japan). Tokyo, Kokudo-sha, 1956-60. Annual report.

Each report includes a bibliography as well as names of members.

- 174 OKOCHI, Kazuo; UJIHARA, Masaji. *Rodo shijo no kenkyu—chugakko no shushoku mondai* (A study of the labour market—employment for lower secondary school graduates). Tokyo, Tokyo Daigaku Insatsujo, 1956. 417 p.

Educational psychology

Of the three centres listed below, the third is the largest and has the widest membership:

- 175 NIPPON KYOIKU SHINRI GAKKAI (Japan Society for the Study of Educational Psychology)

c/o Nippon Joshi Daigaku, Takada Toyokawacho, Bunkyo-ku, Tokyo.

Members are research workers in educational, industrial, clinical and criminal psychology. Annual report contains a selection of the year's papers.

- 176 NIPPON OYO SHINRI GAKKAI (Japan Society for the Study of Applied Psychology)

c/o Tokyo Daigaku, Kyoiku Gakubu, Bunkyo-ku. Quarterly report and annual bulletin (including the bibliography of minor works).

- 177 NIPPON SHINRIGAKKAI (Japan Society for the Study of Psychology)

Shinrigakuka Bungakubu, Tokyo Daigaku, Bunkyo-ku, Tokyo.

About 200 members; one section concerns educational psychology. Publishes:

- 178 *Shinrigaku kenkyu* (Study on psychology). Bimonthly.

- 179 *Japanese psychological research*, 1954-. Semi-annual.

Major works in the field of educational psychology include a general review of the field, a study of the psychology of children and young people, and reports on achievement tests. There are also a few works about the formation and development of personality. A list follows:

- 180 HASHIMOTO, Juji. *Kyoiku hyoka seigi* (Educational evaluation). Tokyo, Seibundo Shinko-sha, 1953. 230 p.

- 181 HATANO, Kanji, et al. *Gendai kyoiku shinrigaku taikai* (Series of modern educational psychology). Tokyo, Nakayama Shoten, 1958. 14 vols.

- 182 IWAHARA, Shinkuro. *Kyoiku to shinri no tameno suikei-gaku* (Sampling in education and psychology), 4th ed. Tokyo, Nippon Bunka Kagakusha, 1957. 492 p.

- 183 KATSURA, Kosuke. *Seinen shinri-gaku* (Adolescent psychology). Tokyo, Kaneko Shobo, 1950. 417 p.
- 184 KYOSHI YOSEI KENKYUKAI (Association for Study of Teacher Training). *Kyoiku shinri-gaku* (Educational psychology). Tokyo, Gakugei Tosho, 1953. 466 p.
- 185 MASAKI, Tadashi. *Kyoiku shinri no kihon mondai* (Fundamental problems in educational psychology). Tokyo, Dogakusha, 1950. 348 p.
- 186 OKABE, Yataro; SAWADA, Keisuke, ed. *Kyoiku shinrigaku* (Educational psychology). Tokyo, Tokyo Daigaku Shuppankai, 1955. 277 p.
- 187 SHINAGAWA, Fujiro. *Kyoiku shinrigaku kenkyu. Zido no chino ni okeru jinkakuteki yoin* (Factors of character in children's mentality, study of educational psychology). Tokyo, Kokudoshu, 1955. 4 vols.
- 188 TANAKA, Kumajiro. *Jido shudan shinrigaku* (Group psychology of children). Tokyo, Meiji Tosho Shuppan, 1957. 42 p.
- 189 TSUZUKI, Aritsune, ed. *Gendai no kyoiku shinrigaku* (Educational psychology at present). Tokyo, Kokudoshu, 1956. 288 p.
- 190 USHIJIMA, Yoshitomo. *Jido shinri-gaku* (Child psychology). Tokyo, Tokyo Asakura-shoten, 1956. 488 p.
- 191 YAMASHITA, Toshiro. *Yoji shinri-gaku* (Infant psychology), 3rd ed. Tokyo, Ganshodo, 1953-54. 446 p.
- 192 YODA, Arata, ed. *Kyoiku shinri-gaku* (Educational psychology). Tokyo, Kaneko Shobo, 1950. 396 p.

[See also 9 and 13.]

Comparative education

Some of the more important works in this field are listed below. Translations are of course excluded:

- 193 DAIGAKU KIJUN KYOKAI (University Chartering Council). *Gaikoku ni okeru daigaku kyoiku* (University education in foreign countries). Tokyo, 1954. 700 p.
Comparative study of the university education systems in Czechoslovakia, England, France, Germany, U.S.S.R., United States, Yugoslavia and the northern European countries.
- 194 *Hikaku kyoiku kenkyusho kiyo* (Bulletin of the Institute for Study on Comparative Education). Fukuoka, Kyushu Daigaku Kyoiku Gakubu (Faculty of Education, Kyushu University). Irregular.
- 195 KOKURITSU KOKKAI TOSHOKAN (National Diet Library). *Shogaikoku no kagaku gijutsu kyoiku*

(Technical education in the world). Tokyo, Gihodo, 1959. 256 p.

- 196 *Kokuritsu kyoiku kenkyusho kiyo* (Research bulletin of the NIER). Tokyo, Kokuritsu Kyoiku Kenkyusho (National Institute for Educational Research). Published in English also.
- 197 MASUDA, Koichi. *Naigai kyoiku seido no hikaku kenkyu* (Comparative study of Japanese and foreign educational systems). Tokyo, Reimei Shobo, 1957. 180 p.
- 198 MATSUSHITA, Takeo. *Hikaku kyoiku mondai-shi* (Development of comparative education). Tokyo, Riso-sha, 1957. 200 p.
- 199 OSHIBA, Mamoru. *Hikaku kyoiku-gaku* (Comparative education; its theory). Tokyo, Fukumura-shoten, 1955. 275 p.
- 200 *Sekai no kyoiku* (Education in the world). Tokyo, Kyoritsu Shuppan, 1958-60. 10 vols.

[See also 51 and Foreign education 62.]

Among the reports of congresses and conferences may be noted:

- 201 MONBUSHO. SHOTO CHUTO KYOIKU KYOKU (Ministry of Education, Elementary and Secondary Education Bureau). *Shogakko kyoiku shido-sha koza kenkyu-shuroku* (Reports of Conference of Elementary School Teachers), 1957- . Tokyo, Shubunkan, 1958- . Annual.

The reports of symposia by those connected with elementary education on various problems concerning teaching subjects and class management in elementary schools.

- 202 —. —. *Yochien kyoiku shido-sha koza-shuroku* (Report of Conference of Kindergarten Instructors), 1958- . Tokyo, Toyo-kan Shuppan-sha, 1959- . Annual.

Reports of symposia by those connected with kindergarten education. On education at that level.

Textbooks and instructional materials

Textbooks for elementary, lower secondary and upper secondary schools are authorized by the Ministry of Education and are published according to the following procedure.

First, the author or publisher who wants to put out a textbook applies for authorization to the Ministry of Education. The Ministry consults with the Textbook Authorization and Research Council consisting of teachers and other informed persons appointed by the Minister. Specialists in the council

and in the Ministry of Education examine the works submitted. On the basis of this examination, the council judges the suitability of each book, and reports to the Minister of Education.

The prefectural boards of education send lists of authorized textbooks to each school and a textbook exhibition held in each local district at a textbook centre helps teachers make a choice of books to recommend. Basing their decisions regarding textbook adoptions on the teachers' recommendations, the municipal boards of education then report the number of copies required to the Ministry of Education, which in turn estimates the total requirements.

The Ministry of Education draws up full lists of approved textbooks for elementary schools, lower secondary schools, upper secondary schools and special schools, noting for each volume the author, the title, the number of pages and the list price. Names and addresses of textbook publishers are listed at the end of every volume.

A few recent editions of these lists are noted below. The order is that of the level of education:

- 203 MONBUSHO. KYOKASHOKA (Ministry of Education. Textbook Section). *Showa 36 nendo shiyo kyokasho mokuroku shogakko yo* (A list of textbooks for use in 1961 for elementary schools). Tokyo, 1960. 50 p.
- 204 —. —. *Showa 36 nendo shiyo kyokasho mokuroku chugakko yo* (A list of textbooks for use in 1961 for lower secondary schools). Tokyo, 1960. 63 p.
- 205 —. —. *Showa 36 nendo shiyo kyokasho mokuroku koto gakko yo* (A list of textbooks for use in 1961 for upper secondary schools). Tokyo, 1960. 90 p.
- 206 —. —. *Showa 36 nendo shiyo kyokasho mokuroku mo gakko, ro gakko yo* (A list of textbooks for use in 1961 for special schools for the blind and deaf). Tokyo, 1960. 11 p.

There are approximately 100 textbook publishers in Japan, of whom four produce special manuals for schools of the blind and deaf. More than 500 publishers in all print books on education. Their directories may be found in the following list:

- 207 KYOIKU SHO SHUPPAN KYOKAI. *1960 Kyoiku sho mokuroku* (List of educational books, 1960). Tokyo, 1960. p. 156-8.

[See also 16 and 25.]

Following are two reports concerning textbooks:

- 208 JAPANESE NATIONAL COMMISSION FOR UNESCO. *Report of a survey of school textbooks in Japan, 1954*. Tokyo, 1956. 187 p.
- 209 —. *School textbooks in Japan, 1957, a report of a survey from the standpoint of education for international understanding and co-operation*. Tokyo, 1958. 203 p.

Various teaching aids and materials are used in Japanese schools, the most modern being favoured. Audio-visual aids are extensively used—radios, tape recorders, still projectors and television sets, for example. Motion picture projectors have been widely adopted also.

The Law for the Promotion of Science Education requires that a grant be made towards expenses incurred in purchasing science teaching aids and materials. Under the law concerning the National Treasury's share of compulsory education expenses, the Treasury subsidizes municipal boards of education, providing half the cost of purchasing teaching aids and materials. Moreover, each school enjoys tax exemption when it buys this equipment.

The following reference lists manufacturers of teaching aids and materials and of other school equipment:

- 210 MONBUSHO. *Nippon kyoiku yohin soran, 1956 nen ban* (List of teaching materials and aids in Japan for the school year 1956). Tokyo, Kyoiku Tsushin Sha, 1956. 2 vols.

Lists every kind of teaching aid and material now used in Japanese schools. Vol. 1 contains photographs. The name, address and classification of the business of manufacturers of teaching materials are listed in the appendix of the second volume.

The following is also relevant:

- 211 JAPANESE NATIONAL COMMISSION FOR UNESCO. *Audio-visual aids in schools in Japan*. Tokyo, 1960. 72 p.

Education associations

For works on education associations, see *Nippon kyoiku nenkan* [16] and *An International directory of education associations* [International sources 2]. To the latter's list of 87 Japanese associations may be added the following:

- 212 KAGAKU-KYOIKU KENKYU KYOGIKAI (Council for the Study of Science Education)
c/o Tokyo Gakugei Daigaku, Koganei-shi, Tokyo.
The council has approximately 640 members. It publishes:

- 213 *Rika kyoshitsu* (Science classroom). Monthly.
- 214 NIPPON BIJUTSU-KYOIKU RENGU (Japan Federation of Art Education Associations)
Shikisai-Bunka-Kaikan, 21 Azabu-kasumicho, Minato-ku, Tokyo.
Members are 30 groups, including in all some 5,000 individuals.
- 215 NIPPON GAKKO HOKEN GAKKAI (Japan Society for the Study of School Health)
c/o Tokyo Daigaku.
This society publishes:
- 216 *Kenko-kyoiku* (Health education), 1952- .
- 217 NIPPON HOIKU GAKKAI (Japan Society of Pre-primary Education)
c/o Aiiku Kenkyujo, 15 Azabu Morioka-cho, Minato-ku, Tokyo.
Publishes a monthly bulletin (*Hoiku*).
- 218 NIPPON IKUEIKAI (Japan Scholarship Society)
Ikuei Kaikan Building, 1-4 Kojimachi, Chiyoda-ku, Tokyo.
Branches in each prefectural board of education; publishes annual report, news and reports.
- 219 NIPPON KYOSHOKUIN DANTAI RENGOKAI (Japan Federation of Teachers' Associations)
10 Fukuromachi, Shinjuku-ku, Tokyo.
Unit associations in several prefectures.
- 220 NIPPON MOJIN FUKUSHI IINKAI (Japan Committee for Welfare of the Blind)
Hikarino Ie Building, Nishi-3 Showamachi, Abeno-ku, Osaka.
Members are four nation-wide associations, including that of principals of schools for the blind. Publishes a bulletin.
- 221 NIPPON SHAKAIKA KYOIKU GAKKAI (Japan Society for the Teaching of Social Studies)
c/o Tokyo Daigaku Kyoikugakubu, Bunkyo-ku, Tokyo.
Publishes a bulletin.
- 222 NIPPON SHITAI FUJIYUJI KYOKAI (Japan Society for Patronage of Physically Handicapped Children)
15 Ichigaya-hachimanchi, Shinjuku-ku, Tokyo.
Publishes documents and a monthly bulletin (*Hagemi*).
- 223 NIPPON TSUSHIN KYOIKU GAKKAI (Japan Society for Study of Correspondence Education)
c/o Kokuritsu Kyoiku Kenkyujo, Kamiosaki, Shinagawa-ku, Tokyo.
Publishes annual report and bulletins.
- 224 ZENKOKU ONGAKU-KYOIKU KENKYUKAI (National Society for Music Education)
c/o Yoshimi Nakano, 6-792 Koenji, Suginami-ku, Tokyo.
- The society publishes an annual report; each affiliated body issues periodicals.
- 225 RO-KYOIKU KENKYUKAI (Society for Study of the Education of the Deaf)
c/o Tokyo Kyoiku Daigaku, Konodai, Ichikawa Shi, Chiba Ken.
Five thousand members. Publishes:
- 226 *Ro-kyoiku* (Education of the deaf).
- 227 SOZO BIINKU KYOKAI (Creative Art Educational Association)
158 Harayama-shinden, Urawa Shi, Saitama Ken.
Some 1,800 members, 25 branches in prefectures. Publishes:
- 228 *Sozo biiku* (Creative art education). Monthly.
- 229 SUGAKU KYOIKU KYOGIKAI (Mathematical Education Council)
c/o Tokyo Kogyo Daigaku, Ookayama, Meguro-ku, Tokyo.
Nine hundred members and clubs of research workers. Publishes:
- 230 *Sugaku kyoshitsu* (Mathematics classroom). Monthly.
- 231 ZEN NIPPON ROA RENMEI (National Federation of Associations for the Deaf)
240-5 Nosato, Nishi-yodogawa-ku, Osaka.
Publishes a bulletin.
- 232 ZEN NIPPON SHAKAI KYOIKU RENGOKAI (All Japan Federation of Social Education)
Kyoiku-Kaikan Building, 2-9 Kanda Hitotsubashi, Chiyoda-ku, Tokyo.
Eight thousand members; 50 affiliated bodies. Publishes:
- 233 *Shakai kyoiku* (Social education). Monthly.
- 234 ZEN NIPPON TOKUSHU KYOIKU KENKYU RENMEI (National Federation for Study of Special Education)
c/o Seicho Yogo Gakko, 1-5 Shinouma, Setagaya-ku, Tokyo.
One hundred and twenty member associations and 12,000 schools. Publishes:
- 235 *Seihakuji kyoiku* (Education of mentally handicapped children). Monthly.
- 236 ZENKOKU HEKICHI KYOIKU KENKYU RENMEI (National Federation for Promotion of Education in Remote Areas)
c/o Tokyo Kyoiku Kenkyujo, Minato-ku, Tokyo.
Forty-five thousand members. Publishes:
- 237 *Hekich no kyoiku* (Education in remote areas). Monthly.

- 238 ZENKOKU KATEIKA KYOIKU KYOKAI (National Association of Home Economics Teaching)
Zenkoku Kotogakko Katei-club Building, 3-20 Yoyogi, Shibuya-ku, Tokyo.
Five thousand members. Publishes:
- 239 *Kateika* (Home economics); Bi-monthly.
- 240 ZENKOKU ONGAKU KYOIKU RENGOKAI (National Federation of Music Education Associations)
c/o Musashino Ongaku Daigaku, 1-3476 Minamicho, Nerima-ku, Tokyo.
Publishes an annual report. Periodicals are issued by each affiliated body:
- 241 ZENKOKU ONGAKU-KYOIKU KENKYUKAI (National Society for Music Education).
- 242 ZENKOKU SHOGAKKO ONGAKU-KYOIKU KENKYUKAI (National Society for Music Education in Elementary Schools).
- 243 ZENKOKU SEIKATSU SHIDO KENKYU KYOGIKAI (National Council for the Study of Personal Guidance)
c/o Meiji Toshō, 3-3 Irifuncho, Chuo-ku, Tokyo.
Six hundred members. Publishes:
- 244 *Seikatsu shido* (Personal guidance). Monthly.
- 245 ZENKOKU SHIDOSHUJI KYOGIKAI (Japan Society of Teacher Consultants)
c/o Tokyo Kyoiku Iinkai, Chiyoda-ku, Tokyo.
Special sub-sections are organized by teacher consultants of social studies, music, fine arts, vocational education, etc. Publishes:
- 246 *Gekkan-shakaika* (Journal of social studies). Monthly.
- 247 ZENKOKU TOKUBETSU-KYOIKU-KATSUDO KENKYUKAI (National Society for Study of Extracurricular Activities)
c/o Ikuei Shō Gakko, Daito-ku, Tokyo.
Study and investigation of extracurricular activities and the year's regular activities in primary and lower secondary schools. Publishes a bulletin.
- 248 ZENKOKU TSUSHIN KYOIKU KENKYU KYOGIKAI RENGOKAI (National Federation of Associations of Correspondence Education)
c/o Urawa Koto Gakko, Ryoike, Urawa-shi, Saitama Ken.
Publishes bulletins.
- 249 ZENKOKU YOGOGAKKOCHO-KAI (National Association of Principals of Schools for Handicapped Children)
c/o Shitai Fujiyūji Seicho Gakko, 1-5 Shimouma, Setagaya-ku, Tokyo.
Publishes a bulletin.

Educational journals

News sheets concerned with education may be classified in three groups: general information and reports on education; papers issued by government offices of education or other educational bodies to make their activities known; papers for children, pupils or students.

Among these papers and news sheets, *Nippon kyoiku shinbun* [253] and *Jiji tsushin: naigai kyoiku ban* [251] come within the first category and are most widely read. In the second category, *Monbu koho* [255] and *Nikkyoso kyoiku shinbun* [256] are representative; there are also papers issued by the Private University Association and school associations. In the third category, papers are published for boys and girls by several larger daily newspaper offices, and students' papers are customarily issued by universities and by many high schools.

The following should be mentioned as a source of reference concerning newspapers belonging to the Japan Newspaper Association:

- 250 *Shinbun nenkan* (Newspaper annual). Tokyo, Nippon Shinbun Kyokai, 1947- . Annual.

General information and reports on education may be found in:

- 251 *Jiji tsushin: naigai kyoiku ban* (The Jiji chronicle: education in Japan and foreign countries), 1946- . Tokyo, Jini Tsushinsha. Bi-weekly.
- 252 *Kyoiku gakujutsu shinbun* (The educational science news), 1953- . Tokyo. Three issues a week.
- 253 *Nippon kyoiku shinbun* (The Japan education news), 1946- . Tokyo, Nippon Kyoiku Shinbunsha. Three issues a week.

The following are papers issued by the Government or by individual educational bodies:

- 254 *Kakushu gakko shinbun* (The miscellaneous school news). Tokyo, Kakushu Gakko Kyokai. Three issues a month.
- 255 *Monbu koho* (The Ministry of Education gazette), 1951- . Tokyo, Monbusho. Three issues a month.
- 256 *Nikkyoso kyoiku shinbun* (The education news of the Japan Teachers' Union), 1949- . Tokyo, Nippon Kyoshokuin Kumiai. Weekly.
- 257 *Nippon gakujutsu shinbun* (The Japan science news). Tokyo, Shiritsu Daigaku Renmei. Three issues a month.

- 258 *Shigaku jiho* (The private schools review). Tokyo, Shiritsu Daigaku Kyokai. Three issues a month.

Educational papers for children, pupils or students include:

- 259 *Mainichi chugakusei shinbun* (The Mainichi for lower secondary school pupils), 1949- . Tokyo, Mainichi Shinbunsha. Daily.
- 260 *Mainichi shogakusei shinbun* (The Mainichi for elementary school pupils), 1936- . Tokyo, Mainichi Shinbunsha. Daily.
- 261 *Tokyo Daigaku shinbun* (The Tokyo University news), 1957- . Tokyo. Three issues a month.
- 262 *Yomiuri shonen shojo shinbun* (The Yomiuri for boys and girls), 1955- . Tokyo, Yomiuri Shinbunsha. Daily.

There are a great many kinds of educational periodicals. Even in 1959 there were more than one hundred. There are about 30 kinds of periodicals preparing for entrance examinations and about 40 in the field of language study—English, French, German, etc.

Prefectural or municipal boards of education and teachers' unions also have their organs. Moreover, a great number of journals are issued by academic societies of educational science, such as educational psychology or sociology, and by national, prefectural or private institutes of education or by university departments of education.

Most of these periodicals are published monthly; some are issued in alternate months or quarterly. The total circulation is estimated to be more than 6 million.

These educational journals are listed in two works already mentioned [20 and 25]. Reference should also be made to *An International list of educational periodicals* [International sources 3]. Following are the principal periodicals not found in the latter work:

- 263 *Gakko jiho* (The school review), 1951- . Tokyo, Daiichi Kohosha. Monthly.
- 264 *Gakko keiei* (School management), 1956- . Tokyo, Daiichi Hoki Shuppan-gaisha. Monthly.
- 265 *Gakko taiiku* (Physical education), 1948- . Tokyo, Nippon Taiikusha. Monthly.
- 266 *Gendai kyoiku kagaku* (Contemporary educational science), 1958- . Tokyo, Meiji Tosho Shuppan. Monthly.

- 267 *Hekichi kyoiku shiryō* (Materials for education in isolated areas), 1959- . Tokyo, Toyokan Shuppansha. Monthly.

- 268 *Hoiku no techo* (Nursery notes), 1955- . Tokyo, Fureberusha. Monthly.

- 269 *Kyoiku gaku kenkyū* (The study of pedagogy), 1948- . Tokyo, Nippon Kyoiku Gakkai. Quarterly.

- 270 *Kyoiku gijutsu shogaku 1-nen—shogaku 6-nen ban* (Educational techniques: from 1st to 6th grade), 1949- . Tokyo, Shogakukan. Monthly.

- 271 *Kyoiku gijutsu sogo ban* (Educational techniques: general edition), 1946- . Tokyo, Shogakukan. Monthly.

- 272 *Kyoiku hyoka* (Educational evaluation), 1955- . Tokyo, Tosho Bunka Kyokai. Monthly.

- 273 *Kyoiku kagaku: kokugo kyoiku* (Educational science: national language education), 1959- . Tokyo, Meiji Tosho. Monthly.

- 274 *Kyoiku tokei* (Educational statistics), 1949- . Tokyo, Tokyo Kyoiku Kenkyujo. Monthly.

[See also 178, 179, 213, 216, 217, 222, 226, 228, 230, 233, 235, 237, 239, 244 and 246.]

Educational statistics

Almost all statistical publications relating to the national system of education are published by the Ministry of Education and may be found in its semi-annual bibliography [23]. There is, however, no bibliography limited to publications of educational statistics.

Among the government publications are:

- 275 MONBUSHO. CHOSAKYOKU CHOSAKA (Ministry of Education. Research Bureau. Research Section). *Chiho kyoikuhi no hokokusho to chiho kyoiku gyosei no hokokusho* (Report of a national survey on local educational expenditure and on local educational administration). Tokyo, 1949- . Annual.

Total educational expenditures, by classification of expenditures and by source of revenue; by school level and by source of revenue; per pupil for each level by classification of expenditures and by source of revenue; for social education and educational administration; revenue accrued from each educational facility; expenditures for each school level by prefecture; number of administrative personnel by size of local public body, etc.

- 276 MONBUSHO. CHOSAKYOKU CHOSAKA. *Daigaku to shushoku* (Demand and supply of university graduates). Tokyo, 1957. 214 p.
Data on history of supply and demand, assessment in accordance with the five-year economic plan; relationship between the demand projected in this plan and the supply. The question may be studied also in an English edition:
MINISTRY OF EDUCATION. *Demand and supply for university graduates*, rev. ed. Tokyo, 1958. 69 p.
- 277 MONBUSHO. CHOSAKYOKU CHOSAKA. *Fukei ga futan suru kyoikuhi* (Report of sampling survey on educational expenditures shared by parents). Tokyo, 1953- . Annual.
Public elementary and secondary education is maintained by local public bodies; funds are provided by the local and national governments, as a rule. But usually parents are required also to spend a considerable amount of money to send their children to public schools. This publication gives the sampling survey results of the educational expenditures shared by parents. Major items in each report are average amounts of annual expense paid by parents, amounts classified by expenditure item, by category of geographical area, by occupational status of parent or by his income group, etc.
- 278 —. —. *Shokuba ni okeru gakureki kosei* (Present distribution of graduates in industry). Tokyo, 1954. 157 p.
The report of the survey for the draft of an educational plan to meet social needs. Data on distribution of all employed persons and graduates among different categories of industry, distribution of employed graduates by major category of industry and by major field of undergraduate study.
- 279 —. —. *Shokushu to gakureki* (Present distribution of graduates in occupational status). Tokyo, 1955. 265 p.
Data on present distribution of employed graduates classified by occupational status.
- 280 —. —. *Zenkoku gakuryoku chosa hokokusho* (Report of a national survey on achievement tests). Tokyo, 1956- . Annual.
Subjects vary. 1956—Japanese language and mathematics; 1957—Social studies and science; 1958—Music, drawing and handicrafts, homemaking, extracurricular activities (for elementary school pupils); English, physical training and health (for upper secondary pupils); 1959 (same as 1956). Since 1956, with the co-operation of local education authorities, the Ministry of Education has conducted annual nation-wide surveys of the scholastic attainment of pupils. These survey reports contain a summary of the testing programme, analysis of the test results, the test score by school, pupil and questions, the relation between the school educational condition and scholastic achievement, the construction of test questions, achievement test forms with weights, per cent average of correct answers, etc.
- 281 —. CHOSAKYOKU TOKEIKA (Research Bureau. Statistics Section). *Choki kesseki jido seito chosa hokokusho* (Report of the survey on pupils absent over long periods in elementary and lower secondary schools). Tokyo, 1958. 75 p.
A recent edition of the reports of the annual survey involving the pupils of compulsory schools who have been absent from school over 50 days during the year. Numbers of such pupils are analysed by prefecture, by reason for absence, by profession of parents, etc.
- 282 —. —. *Gakko eisei tokei hokokusho* (Report on school children's health survey). Tokyo, 1948- . Annual.
Data on average height, weight, chest measurements and seated height of school children by grade; results of physical examination, tuberculin test, BCG vaccine test, chest X-ray examination and dental check of school children.
- 283 —. —. *Gakko kihon chosa hokokusho* (Report of the survey of basic school statistics). Tokyo, 1948- . Annual.
Introductory note on the survey findings; number of schools, teachers and pupils by school level and by establishing body; number of compulsory schools classified by number of classes; number classified by number of pupils; number of full time teachers by type of position; number of pupils by grade; number of upper secondary school pupils by course; number of university students by faculty; graduates from lower and upper secondary schools of each school year by career; graduates from colleges and universities by career; floor area of school buildings by school level and by function; school expenditure by school level and by establishing body, etc.
- 284 —. —. *Gakko kyoin chosa hokoku* (Report on school teachers' survey). Tokyo, 1948- . Every 3 years.
Teachers of every school level are treated here. Data on number of teachers full or part time by position, by level of preparation, by years of experience, by age, by salary group, by type of certificate, by teaching subjects, by average working hours per week, etc.
- 285 —. —. *Gakko kyoin jukuyu chosa hokokusho* (Report on the survey for demand and supply of teachers of kindergartens, elementary, lower secondary and upper secondary schools). Tokyo, 1954- . Irregular.
Survey reports giving the number of teachers appointed and transferred during the year, by their preparation and their major subjects in higher institutions; number of teachers resigned and deceased during the year, by age, by years of experience and by sex.
- 286 —. —. *Gakko kyushoku chosa hokokusho* (Report of the survey on the school meal programme). Tokyo, 1956, 1958.
Data on the number of elementary and lower secondary schools and pupils in the school meal programme; number of workers in the programme; school meal expense; caloric content.
- 287 —. SHOTO CHUTO KYOIKUKYOKU CHUTO KYOIKUKA (Elementary and Secondary Education Bureau. Secondary Education Section). *Koto gakko kyoiku katei chosa kekka no gaiyo—futsu katei* (Outline of the results of the survey of the upper secondary school curriculum, general course). Tokyo, 1957. 167 p.

[See also 53 and 54.]

Statistical publications not emanating from the Ministry of Education include:

- 288 JAPANESE NATIONAL COMMISSION FOR UNESCO. *Statistics on industrial education in Japan*. Tokyo, 1959. 51 p.

- 289 KOKURITSU KOKKAI TOSHOKAN; SEMMON TOSHO-KAN KYOGIKAI (National Diet Library; Association of Specialized Libraries), eds. *Nippon tokei sosakuin* (General index of Japanese statistics). Tokyo, Toyo Keizai Shinpo, 1959. 1,483 p.

Prepared by the Special Library Association under the supervision of the National Diet Library. General index of all statistical publications in Japan, classified by area. Educational works are on pages 136-236. Names of surveys conducted by government agencies and titles of their statistical publications are appended.

- 290 SORIFU TOKEIKYOKU (Office of the Prime Minister. Bureau of Statistics). *1950 kokusei chosa hokoku dai 4-kan zenkokuhen I* (Report on population census of 1950, vol. IV. All Japan 1). Tokyo, Insatsu Cho, 1954. 272 p. Published also in English.

Volume IV of the census deals with education. The first of its parts is devoted to all of Japan. Results of the survey on education in the 1950 census are shown in tables 11 and 12 (p. 222-252). Data on years of school completed; persons 6 years old and over not attending school, by age and sex, for all Japan, all cities and all prefectures; of persons 6 to 24 years old attending school, by age and sex, for all Japan.

- 291 YOMIKAKI NORIYOKU CHOSA IINKAI (Committee on Reading and Writing Ability). *Nipponjin no yomikaki noryoku* (Reading and writing ability of Japanese people). Tokyo, Tokyo Daigaku Shuppanbu, 1959. 916 p.

Aims, planning, organization and the analysis of results of the survey conducted by the committee in August 1948. Co-operation was extended to the committee by the Civil Information and Education Section of the General Headquarters of the Allied Powers, by the Minister of Education and by the National Institute for Educational Research.

[See also 274.]

Education biography

No biographical dictionary has been published since the Second World War. The following was issued before the war:

- 292 TOYOSAKU, Okada. *Kyoiku jinmei daijiten* (Who's who of Japanese educationists). Tokyo, Tokoku Shoin, 1936. 581 p.

Describes nearly one thousand Japanese and foreign persons who have contributed to Japanese educational development.

Inquiries concerning educators may be addressed to

- 293 NIPPON KYOIKU DAIGAKU KYOKAI (Association of Teacher Training Universities)
c/o Tokyo Gakugei Daigaku, Setagaya-ku, Tokyo.
Membership consists of 7 universities and 51 teacher training faculties.

Two directories of leading educators are:

- 294 DAIGAKU KIJUN KYOKAI (University Chartering Council). *Daigaku senninkyoin meibo* (List of full time university professors). Tokyo, 1958. 690 p.
Includes name, date of birth, school where graduated and the major subjects of full time teachers of national, local and private universities.

- 295 MONBUSHO DAIGAKU GAKUJUTSU KYOKU (Ministry of Education. Higher Education and Science Bureau). *Daigaku kenkyusha kenkyudaimoku soran* (Conspectus of research workers and research subjects in universities). Parts I and II. Tokyo, Nippon Gakujutsu Shinkokai, 1956. 2 vols.

Includes names of research workers and their subjects of study or major subjects, in national, public and private universities.

See also lists mentioned earlier [16-19].

Major biographical works are:

- 296 DOSHISHA, ed. *Niijima Jo shokanshu* (Collections of letters of Jo Niijima). Tokyo, Iwanami Shoten, 1954. 286 p.

- 297 FUKUZAWA YUKICHI SENSU CHOSAKU HENSANKAI. *Fukuzawa Yukichi senshu* (Collected works of Yukichi Fukuzawa). Tokyo, Iwanami Shoten, 1951-52. 8 vols.

- 298 KOTO, Katsuya. *Nippon no kyoiku shisoka* (Educational philosophers in Japan). Tokyo, Kaneko Shobo, 1956. 96 p. (Kyoiku Daigaku Koza, Nippon Kyoikushi, vol. 3).

Describes the leading educational philosophers in Japan before the Meiji Era (1868-1912).

- 299 UCHIMURA, Kanzo. *Uchimura Kanzo chosakushu* (Collections of Kanzo Uchimura's works). Tokyo, Iwanami Shoten, 1953. 20 vols.

- 300 WATANABE, Tokusaburo. *Fukuzawa Yukichi kyoikukankei bunken sakuin* (Index to educational works by Yukichi Fukuzawa). Tokyo, Keiogijuku, 1955. 112 p.

Education libraries and museums

In Japan there is no education library, with one exception [305], or education museum, according to the strict definition of the terms.

Those libraries which are attached to educational research institutes or to education departments of universities have usually collected the principal literature on education. However, as they become larger, even they are inclined to assume the character of public libraries.

The National Diet Library is of course a public library. However, the library of the Ministry of Education, which is one of its branches, has a collection devoted in general to educational administration and allied subjects and may be counted as an education library. The Ministry of Education has also a curriculum library attached to the Elementary and Secondary Education Bureau.

As for museums, in Japan none has been established specifically for education or bears the name of education museum, although all museums as well as libraries are used for educational purposes.

Because of this situation, there is no directory of education libraries. The three general directories of libraries which follow are useful in that they list all libraries, including those which are particularly interested in educational documentation. The first [301] is comprehensive and will be of most use, while the other two [302, 303] may be noted for supplementary reference.

- 301 NIHON GAKUJUTSU KAIGI (Science Council of Japan).

Nihon toshokan soran (Japan library directory).

Tokyo, Shizen Kagaku Kyokai, 1954. 582 p.

All major libraries, not only general libraries but also those attached to universities or research institutes of universities, listed by the prefectures where they are located. The principal users are noted, in addition to library addresses, number of volumes, etc.

- 302 AMANO, Keitaro, ed. *Toshokan soran* (Survey of libraries). Kobe, Bunkyo Shoin, 1951. 242 p.

- 303 MONBUSHO SHAKAI KYOIKU KYOKU (Ministry of Education. Social Education Bureau). *Zenkoku toshokan meibo* (National list of libraries). Tokyo, 1955. Pamphlet.

Outstanding for their education collections are:

- 304 KOKKAI TOSHOKAN MONBUSHO SHIBU (Ministry of Education Library, branch of the National Diet Library)

Monbusho, Kasumigaseki, Chiyoda-ku, Tokyo.

This branch of the National Diet Library is attached to the Research Section of the Ministry of Education. It holds an outstanding collection of approximately 100,000 volumes in the field of education, especially in educational administration.

- 305 KOKURITSU KYOIKU KENKYUJO FUZOKU KYOIKU TOSHOKAN (Education Library attached to the National Institute for Educational Research)

Osaki, Shinagawa-ku, Tokyo.

Originally the materials library for the National Institute for Education Research. Provides also a book loan service to persons from outside who are concerned with education. Has an exceptional collection of textbooks from the Meiji Era. (The system of modern education was introduced to Japan in 1872, which is the fifth year of Meiji.) Holds also a collection of reports of research conducted by various local educational research institutes or by universities. The total collection is approximately 160,000 volumes.

- 306 TOKYO GAKUGEI DAIGAKU FUZOKU TOSHOKAN (Library attached to Tokyo Gakugei University)

Setagaya-ku, Tokyo.

- 307 TOKYO KYOIKU DAIGAKU FUZOKU TOSHOKAN (Library attached to Tokyo University of Education)

Tokyo Kyoiku Daigaku, Bunkyo-ku, Tokyo.

One could mention also the libraries attached to education departments of Tokyo University and other universities, in Tokyo and in other prefectures.

The system of union catalogues of library collections is not yet well developed in Japan. This is especially true in the field of education. However, one such catalogue (as yet incomplete) does exist in the series of the National Institute for Educational Research:

- 308 KOKURITSU KYOIKU KENKYUJO (National Institute for Educational Research). *Kyoiku bunken sogo mokuroku* (Union catalogue of educational literature). Tokyo, 1950-

The following are included: Series 1. *Meiji iko kyoiku bunken sogo mokuroku* (Union catalogue of educational literature since the Meiji Era), 2 vols. published in 1950 by Insatsu Cho (the Government Printing Office); Series 2. *Chiho kyoiku shiryo sogo mokuroku* (Union catalogue of local educational material), 105 p., published in 1954 by Tokyo Kan. Series 3 and 4, in preparation, bear the titles *Kyokasho sogo mokuroku* (Union catalogue of textbooks) and *Obei kyoiku bunken sogo mokuroku* (Union catalogue of educational literature in Western countries).

The National Diet Library issues a union catalogue annually to help the exchange of materials among its branch libraries belonging to various Ministries or to other government agencies:

- 309 KOKURITSU KOKKAI TOSHOKAN (National Diet Library). *Kokuritsu kokkai Toshokan gyosei shiho shibu toshokan tosho sogo mokuroku* (Union

catalogue of the books in the branch libraries of the National Diet Library placed in the executive and judicial branches of the Government). Tokyo, Gakujutsu Bunken Fukyukai, 1959-60. 2 vols.

Vol. I inventories books in Japanese and in Western languages. The classification used makes it easy to discover both the titles of educational publications belonging to the National Diet Library and the location of the various items.

Inter-availability of educational resources

Most of the materials introducing the educational system and activities of Japan to foreigners concerned with education are prepared by the Ministry of Education and by the Japanese National Commission for Unesco.

Publications in English or French provided by the Ministry of Education are of two categories. The first includes a general introduction to the educational system in Japan and to current trends in Japanese education. *Education in Japan, graphic presentation* [6] and the Ministry of Education's *Annual report* [53] are of this group. The second category includes items on special problems, for example, *Local educational expenditures in Japan* [71] and *Demand and supply of university graduates* [276].

The Japanese National Commission for Unesco also publishes various materials concerning Japanese education. These publications are usually prepared

for the use of international conferences on education.

The publications provided by the Ministry of Education and the Japanese National Commission for Unesco are included in the bibliography of the Ministry's publications [23]. Since, however, they are listed by date of publication, rapid location of particular items may be difficult.

Of special interest to foreign students are:

- 310 *Books of Japan*. Tokyo, Shuppan Boeki Kabushiki Kaisha (Japan Publications Trading Co.), 1954- . Annual.

Catalogue of English books in every area; classified by field.

- 311 MINISTRY OF EDUCATION. *Educational facilities in Japan*. Tokyo, 1958. 32 p.

- 312 ——. *Japan: education and culture*. Tokyo, 1955. 68 p.

Prepared as a guide for foreign students who have come to Japan to study.

The following centres can provide information to foreign educators:

- 313 MONBUSHO CHOSAKYOKU CHOSAKA (Research Section, Research Bureau of the Ministry of Education) Kasumigaseki, Chiyoda-ku, Tokyo.

- 314 NIPPON UNESCO KOKUNAI IINKAI (Japanese National Commission for Unesco) Kasumigaseki, Chiyoda-ku, Tokyo.

[See also 304.]

The Central Education Research Institute (Jung-ang-gyo-yug-yeon-gu-so) is considered to be an official centre of documentation and information on education, for its functions are to carry out research and studies in education, maintain educational library services, conduct in-service teacher training by organizing educational meetings and workshops, and publish studies on education, research findings, etc. [For further information concerning this institute, see 60.]

Reference works

No specific encyclopaedias and dictionaries of education exist in the Republic of Korea. However, there are several ready reference sources of information on education and educational establishments, such as:

- 1 *Dae-baeg-gwa-sa-jeon* (Korean encyclopaedia). Seoul, Hag-weon-sa, 1958. 7 vols.

Gives a 10-page introduction to education (p. 557-67) and includes some short biographies of noted educators at home and abroad.

- 2 *Dae-han-gyo-yug-yeon-gam* (The yearbook of Korean education). Seoul, Gyo-yug-sin-bo-sa, 1959. 735 p.

An annual publication providing a brief outline of educational administration and finance, school management, education and society, together with various statistics. Surveys of education at all levels, the status of education in local provinces, education in foreign countries, newly enacted laws and regulations, lists of educational organizations, etc.

- 3 *Hag-gyo-yeon-gam* (School yearbook). Seoul, Dae-han-mun-gyo-chul-pan-sa, [1950?]. Approx. 900 p. Annual.

This yearbook covers the development of Korean education and the present educational systems, the status of education at all levels, and educational organizations. Provides lists of all schools of higher education and of local educational organizations. Some texts of laws and regulations in the annex.

- 4 *Hyeon-dae-gyo-yug-jang-seo* (Series of studies in modern education). Seoul, Dae-han-gyo-yug-si-bo-sa, 1959- . 17 vol. series (4 vols. published).

When completed, this series written by prominent scholars in Korean education will cover all fields of studies in education. The 17 volumes are, by order of volume number: educational theory, educational history, educational psychology, educational evaluation, the curriculum, educational sociology, comparative education, educational administration, guidance in learning, guidance in the child's life, language education, social studies education, science education, art education, supervisory guidance in education, audio-visual education, and teacher training education. The first two, fourth and fifth noted are already published.

- 5 JUNG-ANG-DAE-HAG-GYO. GYO-YUG-HAG-GWA (Jung-ang University. Department of Education). *Han-gug-gyo-yug-mog-rok* (Korean education index). Seoul, 1960. 572 p.

A bibliography containing—in alphabetical order—educational documentation, pamphlets and other publications, selected articles concerning education from various journals and newspapers issued during the period of 1945 to 1959, with authors and compilers. Full bibliographical data on books and other publications. The annex includes general indexes of educational books, research reports, theses on education for Master's degrees, and a general subject and title index.

- 6 KOREAN NATIONAL COMMISSION FOR UNESCO. *Unesco Korean survey*, 1st ed. Seoul, Dong-a Publishing Co., 1960. 964 p.

Pages 113-65 of this English edition cover a wide range of information on education in Korea: a brief history, educational goals, administration and finance, educational institutions, curriculum, educational guidance, measurements and evaluation, student activities, textbooks, teacher training and in-service training, education of girls and women, special education, adult education, study abroad, etc. Also many chapters on the broad fields of the sciences and culture, including libraries and museums. Annexes include several texts of laws and regulations, a complete list of universities and colleges, lists of educational, scientific and cultural institutes, statistics on education.

- 7 MINISTRY OF EDUCATION. *Education in Korea—looks to the future*, 2nd ed. Seoul, 1960. 139 p.

Appearing annually in English, gives very full information on education at all levels, textbooks and libraries, health and physical education, women's and adult education, administration and finance, cultural activities, etc. Many illustrations and diagrams.

- 8 *Sae-baeg-gwa-sa-jeon* (Dong-a's new encyclopaedia). Seoul, Dong-a-chul-pan-sa, 1959. 1,407 p.

A general encyclopaedia giving a very brief description of national education (p. 131-2) and short biographical items on noted educators.

[See also 43.]

Legislative and policy documentation

The legislative basis of education in Korea is found primarily in the Constitution and the Education Law. A few other laws, regulations and decrees are relevant.

Article 16 of the Constitution indicates Korea's educational policy. Translated, it reads: 'All citizens shall be entitled to equal opportunities in education. The attainment of at least an elementary education shall be compulsory and free of cost. All educational institutions shall be administered under the supervision of the State, and the educational system shall be determined by law.'

Some major laws, regulations and decrees concerning education are:

Laws

- 9 *Gyo-yug-beob* (Education Law) (Law no. 86), promulgated on 31 December 1949 and amended by laws nos. 118 (10 March 1950), 178 (20 March 1951) and 228 (1 December 1951).

Contains provisions regarding—by order of chapter—fundamental principles, school districts and school boards, the education tax and subsidies, school teachers, educational institutions, instruction (curricula and syllabuses), subjects and courses of study, textbooks, the encouragement of learning and scholarships, discipline.

- 10 *Gyo-yug-gong-mu-weon-beob* (Education public officials law) (Law no. 285), promulgated on 18 April 1953.

Deals with general rules, qualifications and certificates, appointment, remuneration, performance of duties, research and training, guarantee of status, disciplinary action, penal regulations, supplementary provisions for public officials in education.

- 11 *Gyo-yug-se-beob* (Education Tax Law) (Law no. 496), promulgated on 28 August 1958.

Provides sources, rate and collection of the education tax. Also other measures to ensure the operation of free, compulsory education.

Presidential decrees

- 12 *Dae-hag-seol-chi-gi-jun-ryeong* (Decree on the standard requirements for establishing universities and colleges) (no. 1063), promulgated on 4 August 1955.

Defines approved sizes of teaching staffs (professors), minimum facilities, funds, etc.

- 13 *Gug-jeong-gyo-gwa-yong-do-seo-pyeon-chan-gyu-jeong* (Regulation governing the compiling of national textbooks) (no. 337), promulgated on 29 April 1950.

Provides for measures to be applied when the Ministry of Education compiles national textbooks for primary education.

- 14 *Gug-rib-hag-gyo-seol-chi-ryeong* (Decree on the establishment of the National School) (no. 780), promulgated on 20 April 1953 and amended by decrees 818 (15 September 1953) and 1168 (14 July 1956).

Provides for the legal basis of the establishment of national universities and colleges, normal schools and special schools.

- 15 *Gyo-gwa-seo-do-seo-geom-in-jeong-gyu-jeong* (Regulation governing the compiling of authorized or approved textbooks) (no. 336), promulgated on 29 April 1950 and amended by Decree no. 423 (21 December 1950).

Provides necessary measures for the compilation and publishing of authorized or approved textbooks by civilian publishers for all levels of education except primary schools.

- 16 *Gyo-su-ja-gyeong-in-jeong-ryeong* (Decree on the approval of qualifications for professors) (no. 833), promulgated on 13 November 1953.

Regulations relating to the approval of qualifications for professorship through an examination committee.

- 17 *Gyo-yug-beob-si-haeng-ryeong* (Decree on the execution of the Education Law) (no. 633), promulgated on 23 April 1952 and amended by decrees no. 787 (24 April 1953) and 1141 (27 March 1956).

Provides for the scope and carrying out of such administrative measures contained in the Education Law as the organization and management of school districts and school boards at all levels, the education tax and subsidies, recruitment and training of teaching personnel for all levels of education, the establishment, organization and management or operation of schools, the use of textbooks and teaching materials, etc.

- 18 *Gyo-yug-gong-mu-weon-bo-su-gyu-jeong* (Regulation concerning the remuneration of public officials in the field of education) (no. 964), promulgated on 8 December 1954 and amended by Decree no. 1402 (17 October 1958).

Defines salary scales for all public officials dealing with education.

- 19 *Gyo-yug-gong-mu-weon-im-yong-ryeong* (Decree on the appointment of public officials in education) (no. 828), promulgated on 1 November 1953.

Supplements Chapter 3 (Appointment) of the Education Public Officials Law [10].

- 20 *Gyo-yug-gong-mu-weon-ja-gyeong-geom-jeong-ryeong* (Decree on the approval of qualifications for public officials in education) (no. 824), promulgated on 22 October 1953.

Stipulates the measures for approving qualifications by or without examinations.

- 21 *Mun-gyo-bu-jig-je* (Organization of the Ministry of Education) (no. 1000), promulgated on 17 February 1955 and amended by Decree no. 1140 (9 March 1956).

Provides for the organization, functions and duties of the Ministry of Education.

Ministry of Education ordinances

- 22 *Go-deung-hag-gyo-mich-sa-beom-hag-gyo-gyo-gwa-gwa-jeong-je-jeong-eui-geon* (On the organization of high school and normal school curricula) (no. 46), promulgated on 1 August 1955.

Gives detailed aims, scope, guidance, measures, etc., relative to the setting up of curricula for all subjects in high schools and normal schools.

- 23 *Gug-min-hag-gyo-gyo-gwa-gwa-jeong-je-jeong-eui-geon* (On the organization of the primary school curriculum) (no. 44), promulgated on 1 August 1955.

Gives detailed aims, scope, guidance, measures, etc., relative to the setting up of curricula for all subjects at the primary level.

- 24 *Gug-min-hag-gyo-jung-hag-gyo-go-deung-hag-gyo, sa-beom-hag-gyo gyo-yug-gwa-jeong-si-gan-bae-dang-gi-jun-ryeong* (Regulation on the allocation of subject hours for primary, middle, high and normal schools) (no. 35), promulgated on 20 April 1954 and amended by Ordinance no. 53 (24 April 1956).

Allots hours of study for all subjects and all grades. Defines the scope of instruction in all primary, middle, high and normal schools.

- 25 *Hag-gyo-su-eob-ryo-mich-ip-hag-geum-e-gwan-han-gyu-jeong* (Regulation on school tuition and admission fees) (no. 18), promulgated on 17 April 1951 and amended by Ordinance no. 34 (31 March 1954).

Defines the scale of school tuition and admission fees for all levels of education except the primary compulsory school level.

- 26 *Jung-hag-gyo-gyo-gwa-gwa-jeong-je-jeong-eui-geon* (On the organization of the middle school curriculum) (no. 45), promulgated on 1 August 1955.

Gives in detail the aims and measures for organizing the curriculum of all subjects in middle schools. As well as providing guidance, it defines the scope of the curriculum.

Collections of laws

- 27 *BAG, Heui-byeong. Gyo-yug-beob-hae-eui* (Interpretation of the Education Law). Seoul, Gyo-yug-ju-bo-sa, 1950. 180 p.

Explains in detail the school districts and school boards, the education tax and subsidies, teachers, educational institutions and instructions which are mentioned in the Education Law.

- 28 *DAE-HAN-GYO-RYON* (Korean Federation of Education Associations). *Mun-gyo-gwan-gye-beob-ryeong-jib* (Collection of educational laws and regulations). Seoul [1958?]. 195 p.

Contains a considerable number of laws, presidential decrees, ordinances, instructions and notices issued by the Ministry of Education, together with various other regulations having some bearing on education.

- 29 *Go, Gwang-deug. Gyo-yug-gwan-gye-beob-gyu-jib* (A collection of laws and regulations concerning education). Seoul, Tae-baeg-chul-pan-sa, 1959-60. Vols. I and II.

Vol. I contains all the laws, regulations and ordinances concerning education which are found in the constitution and in related provisions and basic laws. It includes also laws relating to office organization and personnel administration, official documentation and the performance of duties, curricula, textbooks and study abroad, school funds and school organizations, local administration of education, and academic, cultural and scientific affairs. Vol. II includes laws on the education tax and subsidies, national property management and finances and various other laws relating to education.

- 30 *HAN, Sug-bum. Hyeon-haeng-hag-sa-beob-gyu-jib* (A collection of laws and regulations on educational

matters now in force). Seoul, Heung-mun-sa, 1956. 990 p.

Lists all the laws, regulations, decrees and ordinances concerning education, grouping them under seven headings: constitution and other relevant laws and regulations; the organization of offices; personnel administration; documents and performance of duties; varied educational matters; finance; annexes.

Administration of the educational system

The Ministry of Education is entrusted by law with planning and implementing national policies in the fields of education, science and culture. The supervision of and budgeting for education systems at all levels are carried out by five bureaux and two offices of the Ministry—the former being (a) a bureau for common education (compulsory-primary, secondary, planning and research); (b) one for higher education (including teacher training and international education); (c) a bureau for technical education (vocational, science education and educational facilities); (d) one for culture (adult, physical education, art education and the preservation of the cultural heritage), and (e) a textbooks bureau (compiling and publishing). One of the two offices is concerned with supervisors and the other with general affairs.

The Ministry exercises direct control over textbooks, the curricula, teachers' qualifications, salary scales and appointments, school health, school fees, etc., in the public schools area.

In principle, all national schools and institutions of higher learning above the college level are placed under the direct supervision of the Ministry. All secondary, special, vocational and higher vocational schools—both private and public—are placed under the control of the respective local governments, except for schools in Seoul, which are under the board of education of the city of Seoul. All primary, civic,¹ higher civic¹ schools and kindergartens, whether public or private, are placed under the board of education of the educational district or city.

The Central Education Board, which is composed of prominent educators throughout the country, serves as top-level adviser to the Ministry.

The following works will help understand the administration of education in the Republic of Korea:

- 31 *BAEG, Hyeon-gi. Gyo-yug-haeng-jeong-hag* (A study of educational administration). Seoul, Eul-yu-mun-hwa-sa, 1958. 498 p.

1. See the descriptive text under section 'Structure and organization', below.

- Presents the basic principles underlying the administration of education and provides information on its organization, personnel, finance, etc.
- 32 BENJAMIN, Harold. *Building a national system of education*, trans. by the Jung-ang-gyo-yug-yeon-gu-so (Central Education Research Institute). Seoul, 1955. 107 p.
The title of this translation is *Gug-ga-jeog-gyo-yug-je-do-eui-su-rib*.
 - 33 GANG, Gil-su. *Gyo-yug-haeng-jeong* (Educational administration). Seoul, Pung-gug-hag-weon, 1957. 656 p.
Presents the basic principles of educational administration, showing how Korean education has been influenced by China, Japan and the United States of America. Includes material on the theories behind the organization and management of schools and on the development of educational administration.
 - 34 GIM, Hyeon-myeong. *Gyo-yug-gong-mu-weon-eui-sil-mu-bo-gam* (Handbook for public officials in education). Seoul, Dae-ya-gag, 1955. 428 p.
Interprets laws concerned mainly with education; deals with public officials, the practical management of various schools, the qualifications and salaries of teachers, etc.
 - 35 GO, Gwang-deug. '1960 nyeon-do-mun-gyo-ye-san-eui-nae-yong' (Contents of the budget of the Ministry of Education for 1960). *Mun-gyo-weol-bo* (Educational monthly, Seoul), no. 48, 20 September 1959, p. 27-38.
 - 36 MUN-GYO-BU. *Mun-gyo-gae-gwan* (An outline of educational administration). Seoul, 1958. 530 p.
This official Ministry publication gives the system of educational administration together with finance and facilities. It provides guidance and also presents some aspects of cultural administration in close relation to education in general. Statistical tables.
 - 37 ——. *Mun-gyo-haeng-jeong-eob-jeog* (Achievements of educational administration). Seoul, [1948- ?].
Official annual report of the Ministry of Education containing educational developments and achievements for the year. Chapter heads such as: supervision of educational administration, compulsory education, secondary education, encouragement of learning and various aspects of guidance, university education, teacher training, vocational education, science education, international education, adult education, the preservation of the cultural heritage, religious matters, art education, physical education and student health, the preparation and publication of textbooks, lists of new laws and regulations.
 - 38 ——. *Mun-gyo-yo-ram* (An outline of educational administration in 1955). Seoul, Dae-han-gyo-ryon, 1956. 424 p.
Contains a descriptive report and a wide range of statistics on educational administration under the Ministry of Education.
 - 39 OFFICE OF PUBLIC INFORMATION. *Annual report of Republic of Korea administration for 1958*. Seoul, 1959. 282 p.
- This official report in English notes all achievements in administration for the year. Under the heading of the Ministry of Education are those in educational administration at the government level.
- 40 SONG, Gyeong-gug. 'Mun-gyo-ye-san-eui-jeon-mo. 1955 nyeon-do-mun-gyo-ye-san-eui-gae-yo' (Outline of the budget of the Ministry of Education. Summary for 1955). *Sae-gyo-yug* (New education, Seoul), 7th yr., no. 6, July 1955, p. 138-42.
 - 41 YI, Ho-sung. *Gyo-yug-ja-chi-je-wa-geu-un-yong* (Educational autonomy and its implementation). Seoul, Han-gug-gyo-yug-mun-hwa-hyeob-hoe, 1954. 354 pages.
An introduction to educational autonomy and the practices to be carried out through the board of education of each educational district and city. Also a detailed explanation of the boards' meetings, management and finance.

Structure and organization

Generally speaking, the Korean educational system is organized on a 6-3-3-4 years plan.

Primary education for the basic six-year elementary course is compulsory and free to all children from 6 to 12 years old.

The secondary school is divided into two three-year periods, the first being middle school and the second, high school. The middle school provides on the secondary level a continuation of the general education given in the six years of primary school. In the high school, students receive more advanced general secondary or vocational education, such as teacher training (normal school for primary school teachers), agriculture, engineering, commerce, etc. The liberal arts high school is preparatory to higher education.

For higher education there are junior colleges with two-year courses and colleges and universities with courses of four to six years depending on the field of study.

Besides the usual formal education, there are civic school education and special school education. The former consists of (a) civic school proper, which provides a condensed three-year course of elementary education to cover the normal six years of elementary education, and (b) the higher civic school, which gives a three-year course on the secondary level. These civic schools make formal education possible for those who have been unable to attend schools at the usual pupil age.

The aim of special schools is to provide the specific elementary and secondary instruction needed by the blind, deaf and mentally or physically handicapped.

Publications on the school system include:

- 42 BAG, Heui-byeong; YI, Jong-rok. *Sae-gug-min-hag-gyo-gyo-yug-ji-do-wa-pyeong-ga* (A new educational guidance in primary school and its evaluation). Seoul, Gyo-yug-do-seo-bo-geub-sa, 1952. 203 p.
Studies of children's behaviour and understanding, their learning, teachers and curricula, mental hygiene, the management of classrooms, relations between the school and the home, etc.
- 43 BAG, Woon-bong; JO, Yun-gu; SIN, Neung-geun. *Han-gug-gyo-yug-gae-gwan* (An outline of Korean education). Seoul, Haeng-jeong-sin-mun-sa, 1955. 100 p.
Presents a brief history of the educational development in Korea and shows in detail the structure and organization of schools at various levels, e.g., from primary schools to universities.
- 44 GIM, Yong-gi. *Hyeon-dae-gyo-yug-pyeong-ga* (Modern educational evaluation). Seoul, Go-ryeochul-pan-sa, 1957. 288 p.
Gives aims, general planning and various methods of educational evaluation. Practical details concerning such tests as standard, intelligence, aptitude and personality.
- 45 HAN-GUG-SA-HOE-GWA-GYO-YUG-YEON-GU-HOE. *Sa-hoe-gwa-gyo-yug-ja-ryo-jib* (Materials for social studies education). Seoul, 1959. 2 vols.
Describes various materials useful in teaching social sciences. Also included are notes on Unesco's East-West Major Project, the importance of social studies, citizenship education.
- 46 JEONG, Beom-mo. *Gyo-yug-pyeong-ga-eui-weon-ri* (Theory of educational evaluation). Seoul, Pung-gug-hag-weon, 1958. 881 p.
Studies evaluation processes, kinds of written examinations, various methods of evaluation, re-checking examinations, ways to apply educational evaluation.
- 47 JO, Gi-hwan. 'Ib-si-mun-je-wa-hag-seub-ji-do' (Entrance examinations and guidance in learning). *Sae-gyo-yug* (New education, Seoul), 11th yr., no. 5, May 1959, p. 22-5.
- 48 JUNG-ANG-GYO-YUG-YEON-GU-SO. *Gyo-gwa-wa-jig-eob* (Subjects of study and vocations). Seoul. 12 p.
- 49 —. *Sa-hoe-saeng-hwal-gwa-ji-do-ja-ryo* (Guidance materials for social studies). Seoul, Dae-han-gyo-ryon, 1956-57. 12 vols.
Guide for teachers to teaching social subjects using the national textbooks. Two volumes for each grade of primary school.
- 50 SAE-GYO-YUG-YEON-GU-HOE. *Gug-min-hag-gyo-gug-eo, San-su, sa-saeng, ja-yeon, gyo-su-ji-do-seo/Je-yug-hag-nyeon-yong* (Guide book for Korean language, arithmetic, social studies and natural sciences in the primary schools. For the sixth grade). Seoul, Gyo-hag-sa, 1957. 327 p.
For teachers in all major subjects, giving detailed guidance for each lesson according to the national textbooks.

- 51 SEONG, Nae-un. *Sae-ro-un-cho-deung-gyo-yug-hag* (New studies in elementary education). Seoul, Hong-ji-sa, 1954. 181 p.
Topics included are basic principles, theory of education, historical development, child development, aims of education and ways of implementing, teachers, curricula, guidance, class management, etc.—all in connexion with elementary or primary education.
- 52 UNESCO. EDUCATIONAL MISSION TO KOREA. *Rebuilding education in the Republic of Korea*. Paris, Unesco, 1954. 221 p. (Educational Missions, VI).
- 53 UNESCO/UNKRA EDUCATIONAL PLANNING MISSION TO KOREA. *Educational conditions in the Republic of Korea: a preliminary and factual report*. Pusan, Korea, 1952. 151 p.

Following are works on curricula:

- 54 BENJAMIN, Harold, et al. *Curriculum handbook for the schools in Korea*, translated and annotated by Myeong-weon Suhr. Seoul, Dae-han-gyo-ryon, 1955. 239 p.
Gives the basic theories and practices in the construction and evaluation of the curriculum, together with some suggested curriculum revision. The translation is entitled *Gyo-yug-gwa-jeong*.
- 55 JEONG, Beom-mo. *Gyo-yug-gwa-jeong* (Curriculum). Seoul, Pung-gug-hag-weon, 1957. 544 p.
Presents ideas on the bases and construction of curricula, as well as problems and theories involved.
- 56 MUN-GYO-BU. *Go-deung-hag-gyo-mich-sa-beom-hag-gyo-gyo-gwa-gwa-jeong* (Curricula for high and normal schools). Seoul, Han-gug-geom-in-jeong-do-seo-gong-geub-ju-sig-hoe-sa, 1955. 581 p.
This official publication in line with the Ministry of Education decree on the construction of curricula [22] shows in detail the breakdown by grades, subjects, content, etc.
- 57 —. *Gug-min-hag-gyo-gyo-gwa-gwa-jeong* (Curricula for primary schools). Seoul, 1955. 284 p.
This official publication based on the Ministry of Education's decree on construction of primary school curricula [23] shows the varied elements of the curricula.
- 58 —. *Jung-hag-gyo-gyo-gwa-gwa-jeong* (Curricula for middle schools). Seoul, Han-gug-geom-in-jeong-do-seo-gong-geub-ju-sig-hoe-sa, 1955. 303 p.
Based on the relevant Ministry of Education decree [26], shows in detail the breakdown by grades, subjects, content, etc.
- 59 YI, Sang-sun. 'Gyo-yug-gwa-jeong-si-gan-bae-dang-gi-jun-ryeong-hae-seol' (Interpretation of the regulation on allocation of subject hours). *Sae-gyo-yug* (New education, Seoul), 6th yr., no. 4, September 1954, p. 65-77.
Interprets a regulation above [24].

Educational studies and research

A number of independent organizations in Korea carry out all the country's educational research and experiments. Among them, some of the more important are the Central Education Research Institute, the Korean Society for the Study of Education, the Demonstration Audio-Visual Centre, the Korean Federation of Education Associations, associations or societies at most colleges of education, and the research centres under the control of provincial educational districts and the Special City of Seoul. Each such organization publishes the results of its study or research either periodically or at irregular intervals.

The major research organizations are:

- 60 JUNG-ANG-GYO-YUG-YEON-GU-SO (The Central Education Research Institute)
8, Ye-jang-dong, Jung-gu, Seoul.
The institute, established under the co-sponsorship of the Ministry of Education and the Korean Federation of Education Associations, is engaged in various experiments, research and studies, and workshops. It plans effective methods of teaching, endeavours to raise the teachers' standards of living, etc. Some of the subjects it is studying currently are evaluations of education, the administration and finance of education, curriculum, syllabuses and teaching methods, personality development and instruction, and community school development.
- 61 DAE-HAN-GYO-YUG-YEON-HAB-HOE¹ (Korean Federation of Education Associations)
25, Sin-mun-ro I, Jong-ro-gu, Seoul.
The federation, whose members are teachers throughout the Republic, aims to contribute to the development of education and to promote the economic and social status of its members. It performs educational research, carries out studies and publishes periodicals such as *Sae-gyo-sil* (New classroom) [120] and *Sae-gyo-yug* (New education) [121], as well as books.
- 62 HAN-GUG-GYO-YUG-HAG-HOE (Korean Society for the Study of Education)
c/o Jung-ang-gyo-yug-yeon-gu-so, 8, Ye-jang-dong, Jung-gu, Seoul.
This society aims to promote educational studies in general. It holds monthly meetings for the presentation and discussion of studies by members—who are graduates in education and education students—and occasionally publishes its research findings in journals, monographs, etc.
- 63 SI-BEOM-SI-CHEONG-GAG-HUN-RYEON-WEON (The Demonstration Audio-Visual Centre)
8, Ye-jang-dong, Jung-gu, Seoul.
The centre, established under the sponsorship of the United States-Korean Government joint project for a three-year plan, endeavours to improve teaching methods through the introduction of suitable audio-visual materials. Its principal activities are performed in co-operation with foreign experts under the overseas training programmes for Koreans. It carries out a nation-wide in-service teacher training programme directed primarily to normal school teachers.

Works in the theory of education

- 64 GIM, Byeong-hwa. *Gyo-yug-weon-ri* (Educational theory). Seoul, Pung-gug-hag-weon, 1959. 85 p.
Considers the conception and aims of education, its systems and curricula, as well as guidance, evaluation and school management.
- 65 GIM, Tae-o. *Gyo-yug-hag-gae-ron / Gyo-yug-weon-ri* (An outline of education. Educational theories). Seoul, Eul-yu-mun-hwa-sa, 1955. 350 p.
Gives educational theories related to the curriculum, guidance, administration, policies, educational systems, evaluation, etc.
- 66 JEONG, Jong. *Sae-gyo-yug-weon-ri* (New educational theories). Seoul, Jeong-yeon-sa, 1959. 404 p.
Theories in education, educational aims and subjects, theories concerning the educators themselves and educational surroundings.
- 67 PYO, Gwanh-ho. *Sae-gyo-yug-eui-gu-sang* (A conception of new education). Pusan, Cheong-gu-chul-pan-sa, 1957. 323 p.
New ideas regarding the organization of schools and classrooms, school buildings and equipment. Theories on the improvement of teacher training.
- 68 WANG, Hag-su. *Gyo-yug-hag-gang-eui* (Lectures on the study of education). Seoul, Jeong-yang-sa, 1958. 108 p.
Concerns the significance of education, educational philosophy, education as a science and the process of education.

Works in educational psychology

- 69 BAG, Jun-heui. *Gyo-yug-sim-ri* (Educational psychology). Seoul, Dae-yang-chul-pan-sa, 1952. 142 p.
Presents subjects such as pedagogics, a study of educational psychology, environment, learning, individual differences, personality and guidance.
- 70 GIM, Tae-o. *Gyo-yug-sim-ri-hag* (Educational psychology). Seoul, Eul-yu-mun-hwa-sa, 1957. 400 p.
Gives a theory of education and psychology, their growth and development, environmental psychology, the psychology of learning, guidance, personality and mental hygiene, teachers' psychology, and measurement and evaluation.
- 71 JEONG, Han-taeg. *Gyo-yug-sim-ri-hag* (Educational psychology). Seoul, Gyeong-gi-mun-hwa-sa, 1958. 274 p.
Outlines educational psychology and other sciences, the psychology of learning, educational measurements and evaluation, mental hygiene and personality education, psychology related to school subjects, and various problems of modern education in Korea.

1. In bibliographical references where this federation appears as author, a simpler form of the name: Dae-han gyo-ryon, has been used.

Works in educational sociology

- 72 GIM, Dae-yeon. 'Gyo-yug-sa-hoe-hag-eui-yeon-gu-bang-beob' (Method of study in educational psychology). *Mun-gyeong-ji* (Chung-ang University, College of Liberal Arts and Science Journal, Seoul), 7 January 1959, p. 38-50.
- 73 JIN, Weon-jung. 'Gyo-yug-sa-hoe-hag-yeon-gu-eui-tae-do-wa-bang-beob' (Attitudes towards research in educational sociology and its methods). *Gyo-yug* (Seoul University, College of Education Journal, Seoul), 10, 10 October 1959, p. 38-50.
- 74 JUNG-ANG-GYO-YUG-YEON-GU-SO. *Hag-gyo-eui-ji-yeog-sa-hoe-bong-sa* (Service of schools to the community). Seoul, Dae-han-gyo-ryon, 1956. 68 p.
Describes various aspects of community development work in progress and some ways in which schools can help or serve in this development.

General studies and research

- 75 DAE-HAN-GYO-RYON. *A-dong-deul-eui-mun-je-hae-gyeol-ji-do* (Guidance for children in solving problems). Seoul, 1956. 68 p.
- 76 JUNG-ANG-GYO-YUG-YEON-GU-SO. *Je-i-gi-gyo-yug-ji-do-ja (jeon-gug-sa-beom-hag-gyo-bu-seog-gug-min-hag-gyo-jang-mich-sa-beom-hag-gyo-gyo-sa) Gang-seub-hoe-yeon-gu-hyeob-eui-bo-go-seo* (Leaders in secondary education: all principals of primary schools attached to normal schools and normal school teachers. Report). Seoul, 1956. 99 p.
- 77 —. *Je-il-gi-gyo-yug-ji-do-ja-jang-gi-gang-seub-hoe / Jo-sa-yeon-gu-bo-go-seo* (Report on long term refresher courses for leaders in secondary education). Seoul, 1955. 358 p.
- 78 —. SEOUL TEUG-BYEOL-SI-GUG-MIN-HAG-GYO. *A-dong-sug-je-jo-sa-gyeol-gwa-bal-pyo* (Results of surveys of children's homework). Seoul, 1958. 32 p.
- 79 MUN-GYO-BU. *Gyo-yug-ji-do-ja-gyo-yug-haeng-jeong-yeon-gu-hyeob-eui-hoe. Je-il-gi-jung-hag-gyo-jang* (Educational administration research and meeting of educational leaders). Seoul, 1957. 89 p.
- 80 —. *Je-i-gi-gyo-yug-ji-do-ja (jeon-gug-sa-beom-hag-gyo-gyo-gam). Jang-gi-gang-seub-hoe-yeon-gu-heob-eui-bo-go-seo* (Report on long term refresher courses for leaders in secondary education—all head teachers of normal schools). Seoul, 1956. 100 p.
- 81 —. *Je-i-gi-gyo-yug-ji-do-ja, jeon-gug-sa-beom-hag-gyo-jang. Jang-gi-gang-seub-hoe-yeon-gu-heob-eui-bo-go-seo* (Report on long term refresher courses

for leaders in secondary education—all normal school principals). Seoul, 1956. 46 p.

- 82 '1957 nyeon-do-gyo-yug-yeon-gu-bo-go-seo' (Educational study report for 1957). *Mun-gyo-weol-bo* (Education monthly, Seoul, Mun-gyo-bu), 40, July 1958, p. 92-100.

Comparative education

- 83 JEON-GUG-JANG-HAG-GWAN-YEON-GU-HYEOB-EUI-HOE (Consultative Meeting of National School Inspectors). *Se-gye-gag-gug-eui-jang-hag-je-do-gae-yo* (Outline of the supervisory system in foreign countries). Seoul, Mun-gyo-bu, 1957. 12 p.
Outlines the supervisory systems in England, France, the Federal Republic of Germany, and the U.S.A.
- 84 JUNG-ANG-GYO-YUG-YEON-GU-SO. *Yeo-reo-na-ra-gyo-yug-eui-i-mo-jeo-mo* (Different aspects of education in foreign countries). Seoul, 1958. 36 p.
Outlines educational systems and finances of foreign countries, compares male and female students of schools at all levels, as well as vocational education in secondary schools and normal school systems.
- 85 MUN-GYO-BU. *Gag-gug-eui-hag-gyo-je-do* (School systems in foreign countries). Seoul, 1957. 101 p.
Gives the historical development of school systems in foreign countries, especially after the Second World War. Shows also the similarity of these systems and Korea's. Explains in further detail the school systems of a dozen foreign countries.

Textbooks and instructional materials

There are three major types of textbooks: national, approved and authorized. National textbooks are edited and published by the Ministry of Education for all levels of education except colleges and universities. The approved and the authorized textbooks, edited and published by private authors and publishers, are subject to prior examination and approval by the Committee on the Authorization and Approval of Textbooks composed of Ministry officials, teachers and other experts.

Only such textbooks as are approved by the committee are authorized for use as standard textbooks or supplementary texts. The compilation, kinds and contents of the national, the approved and the authorized textbooks are specified by the regulations on compiling national textbooks and authorized or approved textbooks [13, 15]. At the elementary level, all textbooks must be national textbooks, with the exception of a few supplementary readers selected from the authorized group. In middle and high schools, however, only Korean language texts are

national; others are chosen from the lists of the approved and authorized. In other words, there is quite a sufficient number of textbooks available for use at the secondary schools.

Reference books for all courses of studies for primary school teachers have been published by the Ministry of Education. For the secondary school teachers, however, very few kinds of reference works have been published. The Ministry is planning to issue some in the future.

A bibliographical source of textbook information is

- 86 *Chul-pan-yeon-gam* (Publication yearbook). Seoul, Dae-han-chul-pan-yeon-gam-sa. Annual. About 750 p.

Notes publication activities for the year, provides a list of publishers together with biographical information, and includes a classified list of all publications, including textbooks, issued during the year.

[See also p. 133-56 of the Yearbook of Korean education [2] and the Korean education index [5].]

Following are two associations of publishers:

- 87 Dae-han-chul-pan-mun-hwa-hyeob-hoe (Korean Publishers' Association), Jong-ro-Building, Jong-ro II, Seoul.
- 88 Han-gug-geom-in-jeong-gyo-gwa-seo-bal-haeng-in-hyeob-hoe (Korean Association of Publishers of Approved and Authorized Textbooks), 74, Gyeon-ji-dong, Jong-ro-gu, Seoul.

The Ministry of Education has:

- 89 Mun-gyo-bu Pyeon-su-gug Chul-pan-gwa (Publication Section, Textbook Bureau, Ministry of Education), Mun-gyo-bu, Seoul.

Of the three book companies mentioned below, each of which produces national textbooks, the first two publish for primary and the third for secondary education:

Dae-han-mun-gyo-seo-jeog-ju-sig-hoe-sa (Korean Textbook Publishing Co.)

159, Seo-rin-dong, Jong-ro-gu, Seoul.

Dae-han-seo-jeog-gong-sa (Korean Book Publishing Co.)

81, Gyeong-un-dong, Jong-ro-gu, Seoul.

Dae-han-gyo-gwa-seo-ju-sig-hoe-sa (Korean Textbook Co. Ltd.)

130, Hyo-ja-dong, Jong-ro-gu, Seoul.

Two companies issue approved and authorized textbooks; the first-named publishes for primary schools and the other for secondary:

Han-gug-cho-deung-in-jeong-gyo-gwa-seo-ju-sig-hoe-sa (Korean Primary School Authorized Textbooks Co.)

Yong-bo Building, 36, Jong-ro II, Seoul.

Han-gug-geom-in-jeong-gyo-gwa-seo-ju-sig-hoe-sa (Korean Approved and Authorized Textbooks Co.)

74, Gyeon-ji-dong, Jong-ro-gu, Seoul.

The following bibliographical sources may be consulted for information on audio-visual and other instructional material:

- 90 'Han-gug-si-beom-si-cheong-gag-gyo-yug-mun-hwa weon-eui-gyo-jae-film-mog-rog' (Index of educational films of the Korean Audio-Visual Education and Culture Centre). *Si-cheong-gag-gyo-yug* (Audio-visual education, Seoul), 132, 22 October 1959.

- 91 'Slide-chong-mog-rog. Mun-gyo-slide' (General index of slides, educational slides). *Si-cheong-gag* (Audio-visual, Seoul), 2, April 1959, p. 16-18.

The following agencies [92-99] produce instructional material:

- 92 Choi-yong-hag-gwa-hag-gi-je-yeon-gu-so (Choi Yong-hag's Laboratory of Scientific Instruments), Sin-dang-dong, Seong-bug-gu, Seoul. Produces optical apparatus and instruments.
- 93 Dae-dong-gon-chung-bo-geub-sa (Dae-dong Biological Specimens Distribution Co.), 85, Sin-mun-ro I, Jong-ro-gu, Seoul. Produces various specimens of biological nature, as well as films, slides and apparatus for workshops.
- 94 Dae-han-gyo-gu-ju-sig-hoe-sa (Korean School Equipment Co.), 2-26, Hyo-chang-dong, Yong-san-gu, Seoul. School equipment for workshops, tools, etc.
- 95 Han-gug-gwa-hag-jin-heung-ju-sig-hoe-sa (Korean Scientific Promotion Co.), 183, In-sa-dong, Jong-ro-gu, Seoul. Responsible for various kinds of apparatus for scientific experiments, and for varied equipment.
- 96 Han-gug-si-cheong-gag-gyo-yug-mun-hwa-weon (Korean Audio-Visual Education and Culture Centre), 92-2, Chung-mu-ro II, Jung-gu, Seoul. Produces educational films and distributes projectors.
- 97 Mun-gyo-slide-sa (Education Slides Co.), 100, Jong-ro II, Jong-ro-gu, Seoul. Produces educational slides and filmstrips; distributes projectors.

- 98 **Oasis Record Ju-sig-hoe-sa** (Oasis Record Co.), 183, Tae-pyeong-ro II, Jong-ro-gu, Seoul. Makes educational records, tapes and films.
- 99 **Sin-han-gwa-hag-hoe-sa** (Sin-han Scientific Co.), 28, Chung-mu-ro I, Jung-gu, Seoul. Produces and distributes scientific apparatus and laboratory equipment.

Education associations

All education associations in Korea are independent. Their contributions vary according to the aim which each pursues.

The following work lists education associations:

- 100 **DAE-HAN-GYO-RYON. Gyo-ryeon-yo-ram** (The handbook of the Korean Federation of Education Associations). Seoul, 1957. 94 p.

Gives a brief history of the associations and their regulations. Includes lists of representatives of all subordinate associations for education throughout the country. Activity report, etc.

Reference may be made also to *Unesco Korean survey* [6] and to *An International directory of education associations* [International sources 2]. The latter does not, however, mention the following education associations:

- 101 **HAN-GUG-EO-RIN-I-GYO-YUG-HOE** (Korean Association for Childhood Education)
Ewha yeo-ja-dae-hag-gyo, Sa-beom-dae-hag, Seoul.
Among the association's publications are a drawing book for children, children's literature and song books.
- 102 **HAN-GUG-GYO-YUG-HAG-HOE** (Korean Society for the Study of Education)
Jung-ang-gyo-yug-yeon-gu-so, Ye-jang-dong, Seoul.
Has recently published two volumes of a series entitled *Gyo-yug-eul-min-ju-hyeong-myeong* (A democratic revolution in education).
- 103 **HAN-GUG-SA-HOE-GWA-GYO-YUG-YEON-GU-HOE** (National Council on Social Studies Education)
Seoul dae-hag-gyo Sa-beom-dae-hag, Yong-du-dong, Seoul.
The council published recently two volumes on materials for education in the social sciences [45].
- 104 **HAN-GUG-SI-CHEONG-GAG-GYO-YUG-HOE** (Korean Association for Audio-Visual Education)
25, Sin-mun-ro I, Jong-ro-gu, Seoul.
Publishes the weekly *Si-cheong-gag-gyo-yug* (Audio-visual education) [112].
- 105 **HAN-GUG-SI-CHEONG-GAG-GYO-YUG-MUN-HWA-WEON** (Korean Audio-Visual Education and Culture Centre)
92-2, Chung-mu-ro II, Jung-gu, Seoul.
Publishes bulletins and *Gyo-jae-film-mog-rog* (Index of educational films), as well as some indexes to slides [91].

- 106 **HAN-GUG-YEOG-SA-GYO-YUG-HAG-HOE** (Korean Society for the Study of History Teaching)
Seoul dae-hag-gyo Sa-beom-dae-hag, Yong-du-dong, Seoul.
Publishes *Yeog-sa-gyo-yug* (History teaching).

Educational journals

Weekly newspapers dealing with education are:

- 107 *Dae-han-gyo-yug-si-bo* (Korean education times). Seoul.
- 108 *Gyo-yug-ju-bo* (Education weekly). Seoul.
- 109 *Gyo-yug-sin-mun* (Education press). Seoul.
- 110 *Ju-gan-gyo-yug* (Weekly education news). Seoul.
- 111 *Mun-gyo-sin-mun* (Educational press). Seoul.
- 112 *Si-cheong-gag-gyo-yug* (Audio-visual education). Seoul, Han-gug-si-cheong-gag-gyo-yug-hoe. [See 104 for the author.]

Following are educational journals:

- 113 *Gyo-yug* (Education), 1954- . Seoul. Quarterly.
Published by the Education Society of the Seoul National University College of Education. Includes research findings and studies, news of educational development at home and abroad, and translations of educational literature.
- 114 *Gyo-yug-ja-ryo* (Educational material, 1956- . Seoul. Monthly.
Covers a wide range of data on all subjects useful in primary school teaching. Each monthly has three different issues—each of the three being devoted to two different grades. It is planned to publish six issues, thus enabling each grade to have its own.
- 115 *Gyo-yug-pyeong-ron* (Education review), 1958- . Seoul. Monthly.
Includes material on the national educational policy, educational administration, school management, and analyses of current educational trends and problems.
- 116 *Gyo-yug-yeon-gu* (Educational research), 1952- . Taegu City. Monthly.
Published by the Educational Research Centre of Taegu City, Taegu. Gives the findings of research and studies, reference materials on teaching, translations, news in the field of education, and special features.
- 117 *Gyo-yug-yeon-gu* (Educational research), 1955- . Seoul. Quarterly.
In this journal the Education Research Society of the Ewha Women's University College of Education publishes research and study findings, news of foreign education, translation of foreign educational literature, news concerning society.
- 118 *Jo-sa-yeon-gu* (Research bulletin), 1955- . Seoul. Irregular.

Prepared by the Central Education Research Institute [60], this bulletin is published by the Korean Federation of Education Associations [61]. It publishes the results of research and studies carried on by the institute. Among subjects already covered are good behaviour in children, a survey of education in the Pyeong-taeg region, the improvement of classroom teaching, teacher-pupil relations, the curriculum.

- 119 *Mun-gyo-weol-bo* (Education monthly), 1954- . Seoul. Monthly.

Official publication of the Ministry of Education, dealing with the State's educational administration and printing many news items in education.

- 120 *Sae-gyo-sil* (New classroom), 1951- . Seoul. Monthly.

Published by the Korean Federation of Education Associations [61] and directed to primary school teachers, this periodical deals with classroom instruction. Three different issues, each for two of the six primary school grades.

- 121 *Sae-gyo-yug* (New education), 1948- . Seoul. Monthly.

Published by the Korean Federation of Education Associations. [See also 118 and 120.] Each issue treats a wide range of educational subjects, such as the philosophy of education, teaching methods, the curriculum, reports of educational surveys, news of educational developments at home and abroad, information on cultural activities, and news of members.

Educational statistics

All Boards of Education in Education districts and cities, together with Seoul and provincial governments, are responsible for furnishing the Ministry of Education with various educational statistics in their respective areas of jurisdiction. The Ministry of Education publishes these statistics annually at the beginning of each year.

- 122 MUN-GYO-BU. *Jeon-gug-go-deung-gyo-yug-gi-gwan-tong-gye-il-ram* (Statistics of all institutes of higher education in Korea). Seoul, 1958. 216 p. Statistics of colleges and universities, classified.
- 123 ——. *Jeon-gug-gug-min-hag-gyo-il-ram* (Table of all primary schools in Korea). Seoul, 1954. 484 p. With classification by province.
- 124 ——. *Mun-gyo-haeng-jeong-tong-gye* (Statistics of educational administration). Seoul [1948?]- . Annual.

Includes statistics on schools, students, teachers and classrooms for each level of education by year, a breakdown of schools and students by type (national, public, private) and by district. Annexes provide statistics of enrolment and graduation.

[See also 2, 6 and 38.]

Education biography

- 125 BAG, Sang-man. *Han-gug-gyo-yug-sa* (The history of Korean education). Seoul, Jung-ang-gyo-yug-yeon-gu-so, 1959. 3 vols.

A history of Korean education since 1945 through the Korean War (1950) to the present time, describing changes in educational systems. Contains also biographies of certain noted educators in Korea.

- 126 *Dae-han-in-myeong-rok* (Biography of Korea). Seoul, Seoul-sin-mun-sa, 1960. 51 p.

This annex to the Seoul yearbook carries brief biographical information about eminent persons in Korea, among whom are educators.

- 127 *Hab-dong-yeon-gam* (Hab-dong yearbook). Seoul, Hab-dong-tong-sin-sa, 1960.

On pages 862-911 the section 'List of leading personages in Korea' includes notes on many educators.

The list of all professors in Korean colleges and universities may be obtained from:

- 128 MUN-GYO-BU, GO-DEUNG-GYO-YUG-GUG, DAE-HAG-GYO-YUG-GWA (Ministry of Education, Bureau of Higher Education, University Education Section) Seoul.

[For further biographical material, see 1, 2, 3, 5, 8 and 100.]

Education libraries and museums

There are neither specific education libraries nor education museums. However, besides libraries attached to colleges of education, the following hold a number of educational documents and books:

- 129 JE-JU-DO-GYO-YUG-YEON-GU-SO DO-SEO-GWAN (Library of the Je-ju Province Education Research Institute) Do-i-dong, Je-ju-do.
- 130 JEON-NAM-GYO-YUG-YEON-GU-SO DO-SEO-GWAN (Library of the Jeon-nam Province Education Research Institute) Dong-myeong-dong, Gwang-ju, Jeon-nam-do.
- 131 JUNG-ANG-GYO-YUG-YEON-GU-SO DO-SEO-GWAN (Library of the Central Education Research Institute) 8, Ye-jang-dong, Jung-gu, Seoul.

[See 60 for a description of the Central Education Research Institute.]

An education documentation centre was established at the beginning of 1960. Its name and address are:

- 1 **CENTRE DE DOCUMENTATION PÉDAGOGIQUE**
Ministère de l'Éducation Nationale, 12, rue du Saint-Esprit, Luxembourg.

The centre's premises are open to the public and its holdings consist of technical publications on education (books, journals, periodicals and newspaper articles) both national and international, plus material on scholastic, educational and family problems. It handles both home and foreign inquiries, and bids fair to become the country's main source of educational information.

The Government announcement of March 1959 explained that the purpose of an educational and scholastic documentation service was to assist parents and young people, who have to make their choice from a whole range of studies constantly increasing in breadth and specificity. The information available would cover the problems arising at all levels of education.

Before 1960, the following Ministry was the one and only source of educational documentation:

- 2 **MINISTÈRE DE L'ÉDUCATION NATIONALE**
12, rue du Saint-Esprit, Luxembourg.
Is now responsible for all educational establishments and schools at every level. As will be seen later, the Ministry is responsible for issuing a number of educational publications.

Reference works

- 3 *Annuaire officiel 1958/59* (vol. 36). Luxembourg, Imprimerie de la Cour Victor Buck, 1959. 759 p.
Under 'Services publics ressortissant aux différents ministères', education is dealt with on p. 121-46, which cover primary, special, and secondary schools, teacher training, vocational training, art education—Academy of Music—higher education, fellowships and the School Film Office. The *Annuaire officiel* is reissued every three years.
- 4 *Courrier de l'éducation nationale*, 1952-. Luxembourg, Quarterly.
A Ministry of Education publication with articles, suggestions and critical reviews on educational matters, an administrative section concerning the different types of schooling, a table of teaching staff and, finally, educational statistics.
- 5 **BIBLIOTHÈQUE NATIONALE. Bibliographie luxembourgeoise**, 1945-. Luxembourg, Annual.
The national bibliography contains a 'Teaching—education' section, while its 'Press and periodicals' section covers the periodicals concerned with education under such heads as 'Publications of the teaching profession', 'Primary schooling' and 'Student publications'.
- 6 —. *Catalogue de la Bibliothèque Nationale. Dons et acquisitions*. Luxembourg, Jean Joris, 1875-. Half-yearly.

Lists all new acquisitions of the National Library. Includes a section for educational publications.

- 7 **MINISTÈRE DE L'ÉDUCATION NATIONALE. Chroniques des établissements d'enseignement secondaire et normal 1959-1960**. Luxembourg, 1960. 304 p.

Prepared by the heads of the establishments concerned, these chronicles contain yearly lists of members of the teaching profession, staff movements, statistics concerning students, boards of examiners and examination results, French, English and German essay subjects set in the two top classes, and religious duties performed. Further accounts are given of celebrations of national festivals, of activities connected with the United Nations, Unesco and Unicef, and of literary, scientific, artistic and sporting events; mention is made also of the prizes awarded by certain embassies to industrious students, and of the educational tours carried out by some of the teachers. In a word, the chronicles cover everything worth recording, about staff and pupils alike, in the life of a secondary school or teacher training college.

- 8 *Le Luxembourg—livre du centenaire*, 2^e éd. Luxembourg, Imprimerie Saint-Paul, 1949. 674 p.

A kind of encyclopaedia, this was originally compiled in 1939 as a publication to mark the centenary of the country's political independence. Still at the printer's in the spring of 1940, it was destroyed by the occupation forces. However, it was rewritten, with slight amendments, after the war. The work covers the country's history and all aspects of its legal, political, economic and artistic life. The foreword was written by the Chief Inspector of Primary Education, and an entire chapter is set aside for languages and teaching (p. 263-93).

Legislative and policy documentation

The juridical basis of Luxembourg education is provided by the Constitution of 17 October 1868 (*Annuaire officiel*, p. 1-13). This Constitution was later amended by the laws of 15 May 1919, 28 April, 6 May, 15 May and 21 May 1948, and 27 July and 25 October 1956.

Of these laws, the significant one for education is that of 21 May 1948, Article 23 of which reads: ¹ 'The State shall ensure that every Luxembourg subject receives primary education, which shall be compulsory and free of charge. Medical aid and welfare will be regulated by statute. The State shall establish centres of secondary education and any necessary courses in higher education. It shall also establish free vocational courses. The methods of financing public education and the particulars of its supervision by the central and local government authorities shall be determined by statute, as shall all matters relating to the education of and the establishment of a fund for specially gifted children. All Luxembourg citizens are at liberty to carry out their studies either in

¹ Unesco translation.

the Grand Duchy or abroad and to attend the university of their choice consistently with the provisions of the law on the conditions of admission to appointments and the practice of certain professions.' (*Mémorial* no. 35, 29 May 1949, p. 797).

- 9 *Mémorial du Grand-Duché de Luxembourg*. Luxembourg, Imprimerie de la Cour Victor Buck, 1915-. Irregular.

This is the official compendium of all legislation.

- 10 *Code Wagener*. Luxembourg, Imprimerie de la Cour Joseph Beffort, 1930. 582 p.

A compendium of laws, orders, regulations, instructions and circulars on the organization of primary education. Covers the years 1843 to 1929 and was published by Joseph Wagener, Conseiller de Gouvernement au Département de l'Instruction Publique (by Grand Ducal Decree of 15 March 1945, reorganizing the public services, the name of the Department was changed to Département de l'Education Nationale). On p. 546, there is a chronological table of the laws, orders, regulations, instructions and circulars included in the compendium, and on p. 561 there is an alphabetical and analytical table of contents.

According to this code, primary education includes primary schools, senior primary schools, extension courses, teacher training schools, and schools for blind, deaf and dumb, and backward children.

This *Code Wagener* is supplemented by the following:

- 11 MINISTÈRE DE L'INSTRUCTION PUBLIQUE. *Bulletin de l'administration de l'enseignement primaire et de l'enseignement normal*. Luxembourg, J. Beffort, 1939. 260 p. (paginated from 583 to 842).

Covers the years 1930 to 1939. Consists of eight bulletins bound in one volume.

- 12 *Code Ruppert*. Luxembourg, Victor Buck, 1895. 590 p.

A compendium of laws, regulations, general orders, instructions, etc., on secondary and higher education from 1848 to 1895. It includes a table of scholarships in secondary and higher education, and chronological and subject indexes.

Its continuations are the:

- 13 *Bulletin de l'administration de l'enseignement moyen et supérieur* (from 1925: *Bulletin de l'Administration de l'enseignement supérieur et moyen*), 1897-1939. 33 issues.

The *Courrier de l'Education nationale* [4] continues the *Code Ruppert* from 1952.

- 14 *Code Schmit* (in the press).

A further continuation of the *Code Ruppert*, compiled by Mr. Michel Schmit, Educationist-Assistant at the Ministry of Education, this covers the ground up to 31 December 1960. It contains the texts of all regulations, orders, laws, instructions, etc., now in force for secondary and higher education.

The basis of primary education is the Law of 10 August 1912, which was debated at great length. The proceedings are given verbatim in a publication entitled

- 15 *Documents et discussions parlementaires*. Luxembourg, V. Buck, 1912. 1,344 p.

An extract from the records of meetings of the Chamber of Deputies of the Grand Duchy of Luxembourg.

Also worth noting is

- 16 *Loi du 10 août 1912 concernant l'organisation de l'enseignement primaire*. Luxembourg, Imprimerie de la Cour Victor Buck, 1912. 111 p. (*Mémorial* no. 61, 11 août 1912).

Administration of the educational system

The administration and management of primary schools are provided for by the Law of 18 August 1912 [10]. Article 69 deals specially with the powers of the Education Commission, in the City of Luxembourg, and Article 76 with those of the school committees which function in each commune. There are no heads of schools.

In the case of secondary schools, the heads of the schools report confidentially to the Government.

There is no special publication on methods of financing the educational system and the only financial data available are to be found in

- 17 MINISTÈRE DES FINANCES. *Budget de l'État*. Luxembourg, Victor Buck, 1842-. Annual.

In this connexion, the reader is also referred to the volumes of the *World survey of education* [International sources 8] on primary education and on general and vocational education, respectively.

Structure and organization

The first level consists of the pre-primary, primary and higher primary schools, plus the teacher training schools (now replaced by the Institut Pédagogique) established by the Law of August 1912 on Primary Education (see *Code Wagener*, p. 55, Article 88 *et seq.*) [10]. The primary school leads up to general secondary education in the *lycée*, or to the Technical Training Institute (School of Arts and Crafts) and to the State vocational schools. There is also a European School (established by a supranational body and deriving its status from an international agreement between the six countries of the European Coal and Steel Community) providing primary and secondary schooling. All these different types of establishment work on their own lines.

The educational system in general is dealt with in the *Livre du centenaire* [8].

- The legal aspect of public education is treated in
- 18 MAJERUS, Pierre. *L'État luxembourgeois*, 2^e éd. Luxembourg, Bourg-Bourger, 1959. 328 p.
A handbook of constitutional and administrative law.
- For primary education, the following has been published:
- 19 *Plan d'études pour les écoles primaires du Grand-Duché de Luxembourg*. Luxembourg, J. Beffort, 1947. 71 p. Special number of the *Courrier des écoles*.
The time-tables on p. 50 are corrected in no. 4, 1948, p. 11 of the *Courrier des écoles*.
- Works dealing specially with secondary education are the *Chroniques* . . . [7] and
- 20 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Horaires et programmes de l'enseignement secondaire et supérieur et de l'Institut Pédagogique*. Esch s/Alzette, Ney-Eicher, 1837- . Annual. (Initially appeared under a different title.)
Describes the various types of establishment, gives one synoptic table of the organization of secondary education and another of qualifying examinations, and prescribes the time-tables applicable during the academic year. The main section, which follows, sets out in detail the subject matter to be taught for each branch, with notes of the textbooks required, and an introductory outline, in every case, of the methodological principles applicable to the teaching of the subject concerned.
- The following also relates to establishments at the secondary level:
- 21 ——. *ÉCOLE D'ARTISANS DE L'ÉTAT. Horaires et programmes*. Luxembourg, Bourg-Bourger, 1958. 95 p.
Since 1958, the school issuing these time-tables has been known as the Institut d'Enseignement Technique (Technical Training Institute).
- Another work on technical education is worthy of mention:
- 22 ——. *Exposition nationale de la formation professionnelle organisée par le gouvernement. Problèmes de formation professionnelle*. Luxembourg, Hermann, 1955. 93 p.
Published when an Exposition of Crafts was held in Luxembourg.
- The following study was prepared at the request of the Common Market authorities in Brussels, and to meet their requirements:
- 23 ——. *La formation professionnelle à Luxembourg. Exposé de la situation actuelle de la formation professionnelle et les tendances d'évolution au Grand-Duché de Luxembourg*. Luxembourg, 1960. 45 p. Typescript.
- Again in the field of primary teaching we may note:
- 24 SIMMER, Louis. *Étude sur la formation du personnel de notre enseignement primaire depuis 1815*. Luxembourg, J. Beffort, 1926. 134 p. Ill.
- The following concerns the university level:
- 25 MINISTÈRE D'ÉTAT. *Université Internationale de Sciences Comparées*. Luxembourg, 1959. 91 p.
Contains accounts of the official opening of the International Faculty of Comparative Law in August 1958, and of the summer session of that year and the spring and summer sessions of 1959, together with a list of the teaching staff and the syllabuses. (The Grand Duchy has no national university.)
- The Family and Population Department has existed since 1951 and is now a responsibility of the Minister of Education. It produces:
- 26 *Guides de la famille*, 1953- . Irregular.
These guides deal with family matters and the whole range of problems posed by children's education (including 'difficult' children) at home and in school. In many instances, they relate to adult education.
- In the scholastic codes listed earlier and in the *Courrier de l'éducation nationale* [4] are the regulations governing the promotion of students from one level of education to the next.
- The following is relevant:
- 27 MINISTÈRE DE L'ÉDUCATION NATIONALE. *Collation des grades. Réglementation concernant les stages*. Luxembourg, Ch. Munshausen, 1950. 69 p.
A systematic account of the general and special conditions to be fulfilled in order to obtain the academic diplomas conferred by the State (legislation, general regulations, syllabuses, synoptic table). The regulations on the further studies required for professorial appointments in letters, science, law, notarial studies, veterinary medicine and pharmacology are also set forth.

Educational studies and research

There is no special institution for educational research; experiments in education are carried out in the schools at all levels and in the educational associations which publish periodicals and arrange lectures.

Among works on educational theory, mention should be made of the dissertations submitted by candidates for the teaching profession to the examining board at their practical examinations; these are kept by the Ministry of Education and are published in

- 28 *Journal des professeurs*, 1909- . Luxembourg. Annual.

This journal, issued by the Association of University Professors and Secondary School Teachers, provides a brief analysis, by

the authors themselves, of some of these dissertations, while the *Courrier de l'éducation nationale* [4] lists them all, with titles, dates when they were defended, and names of authors.

Textbooks and instructional materials

Textbooks for the primary level are published, in collaboration with the Education Commission (*Code Wagoner* [10], Article 69), by the

- 29 INSTITUTEURS RÉUNIS
17, rue du Saint-Esprit, Luxembourg.

For secondary and higher education, the bulk of the textbooks used come from foreign publishing houses. Some, however, are published by

- 30 L'OFFICE DES IMPRIMÉS DE L'ÉTAT
17, Côte d'Eich, Luxembourg.

Religious textbooks for primary schools are all published by

- 31 L'ÉVÊCHÉ
Imprimerie Saint-Paul, Luxembourg.

Those for secondary schools come partly from the Évêché and partly from abroad.

With regard to audio-visual aids, the following should be noted:

- 32 L'OFFICE DU FILM SCOLAIRE (ÉTAT)
5, rue Large, Luxembourg.
Has published
- 33 *Catalogue du film et des diapositives*. Luxembourg,
J. Beffort, 1946-
Brought up to date every year by addenda.

Education associations

Education associations may be formed without restriction and manage their own affairs. Their role is

to maintain teachers' professional morale and to protect the status and material interests of their members.

These associations are listed in the *International directory of education associations* [International sources 2], with the exception of the

- 34 CONGRÉGATION MARIALE DES INSTITUTRICES
32, rue des Roses, Luxembourg.

Educational journals

The education associations mentioned above produce the country's educational periodicals. To those included in the *International list of educational periodicals* published in 1957 [International sources 3] should be added the following:

- 35 *Les éducatrices*, 1958- . Luxembourg. Fortnightly.
This organ of the Congrégation Mariale des Institutrices was formerly entitled *Stömmen aus der M.K.L.*
- 36 *Revue des jeunes*, Octobre 1952- . Luxembourg.
Quarterly.
Published by the Youth Section of the association known as Les Instituteurs Réunis du Grand-Duché de Luxembourg; for student teachers.
- 37 *Les pages de la SELF*, 1952- . Luxembourg. Annual.
The SELF (Société des Écrivains Luxembourgeois d'Expression Française) reports, in addition to literary works, new educational publications in French.

Educational statistics

There is no special statistical office for education. The *Courrier de l'éducation nationale* [4] contains statistical data on schools of all types and levels.

Reference works

- 1 ANUAR, Hedwig. 'A guide to current government publications of the Federation of Malaya'. In: *Newsletter of the Library Association of Malaya*, vol. 3, no. 3, May 1959, p. 2-9.
- 2 CHEESEMAN, Harold Ambrose Robinson, comp. *Bibliography of Malaya: being a classified list of books wholly or partly in English relating to the Federation of Malaya and Singapore*. Longmans, for the British Association of Malaya, 1959. xi, 234 p.
Bibliographies and lists, p. 30-5; education, including textbooks, p. 46-65. Malayan newspapers and periodicals, school magazines, university journals, p. 135-7. Supplementary addenda and corrigenda are published in the *Annual report* of the British Association of Malaya.
- 3 CHELLIAH, D. D. *A history of the educational policy of the Straits Settlements, with recommendations for a new system based on vernaculars, 1800-1925*. Kuala Lumpur, Government Printer, 1947. x, 165 p. Bibliography, p. 161-4.
A second edition was published in Singapore by G. H. Kiat in 1960.
- 4 HO SENG ONG. *Education for unity in Malaya*. Penang, Malayan Teachers' Union, 1952. xiv, 209 p. Bibliography, including some unpublished theses, p. 178-200.
- 5 UNITED KINGDOM. COLONIAL OFFICE. *Federation of Malaya annual report, 1948-57*. London, HMSO; Kuala Lumpur, Government Printer. Reading list.
- 6 *Official year book, 1961-*. Kuala Lumpur, Government Press, 1961-
Education, about 14 p.; an outline of the educational system, including its origin and development.

[See also United Kingdom territories, general, and Singapore.]

Legislative and policy documentation

'Until 1957 . . . when the Federal Constitution came into force, education in general was a matter reserved to the State Governments, whose policies were loosely co-ordinated, chiefly by means of financial control. (The Federation Government for all practical purposes allocated to the State revenues sufficient funds to cover the cost of the schools and the grants in aid to the non-government schools.) Since independence education has been wholly a federal matter both legislatively and executively, and the Minister of Education is answerable to Federal Parliament for the successful working of the system.' *Official year book 1961*, p. 203-4 [6].

The main laws governing education are listed below. Related legislation may be traced in:

- 7 *Laws of . . . Singapore, 1955*. Singapore, Government Press, 1955. 8 vols.
— *Supplement, 1956-* . Annual.
- 8 *The Education Ordinance, 1952*. Kuala Lumpur, Government Printer, 1952.
The 1952 ordinance established the appointment of a member of the Government to be in charge of education, and also founded a Department of Education and a Central Advisory Council to advise the member.
- 9 *The Education Ordinance, 1957*. Kuala Lumpur, Government Printer, 1957. (No. 2 of 1957).
The educational policy is to establish a system of education acceptable to all people, with the Malay language as the national language, but preserving the languages and cultures of the other peoples in the country.
- 10 *The Registration of Teachers Ordinance, 1957*. Kuala Lumpur, Government Printer, 1957. 14 p. (No. 3 of 1957).

Policy material includes:

- 11 *Report of the committee on Malay education*. Kuala Lumpur, Government Printer, 1951. xi, 88 p.
This report, known as the Barnes report, suggests that primary education should be used to build a common Malayan nationality; national schools should be developed on an interracial basis, producing pupils literate in Malay and English. Recommends the end of separate vernacular schools.
- 12 *Chinese schools and the education of Chinese Malaysians: the report of a mission invited by the federation government to study the problem of the education of Chinese in Malaya*. Kuala Lumpur, Government Printer, 1951. iii, 42 p.
Known as the Fenn-Wu report. Recommends that Chinese schools should not be compelled to become interracial. Co-operation should be sought peacefully, Chinese schools improved and Chinese Malaysians encouraged to be trilingual.
- 13 CENTRAL ADVISORY COMMITTEE ON EDUCATION. *Report on the Barnes report on Malay education and the Fenn-Wu report on Chinese education*. Kuala Lumpur, Government Printer, 1951. 8 p.
Recommends the establishment of multiracial schools, which will offer to all pupils the opportunity of developing to their highest capacity and will lead to the development of a unified nation. However, it agrees that no compulsion should be used to close vernacular schools, which should be aided until there are enough acceptable national schools.
- 14 *Report of the special committee appointed . . . to recommend legislation to cover all aspects of educational policy for the Federation of Malaya*. Kuala Lumpur, Government Printer, 1952. 22 p. (No. 70 of 1952).

This report recommends that the individual Malay, Chinese, Indian and other cultures should be preserved but a common Malayan culture should be developed. Free, compulsory, primary education, with equal opportunities for boys and girls and for rural and town children is suggested.

- 15 *Educational policy; statement of the federal government on the report of the special committee on the implementations of educational policy together with the report of that committee.* Kuala Lumpur, Government Printer, 1954. 28 p. (No. 67 of 1954).

The special committee was appointed to consider ways and means of implementing the policy outlined in the *Education ordinance, 1952* [8] in the context of the diminishing financial resources of the federation.

- 16 *Report of the Education Committee, 1956.* Kuala Lumpur, Government Printer, 1956. vi, 49 p.

The 1956 committee was appointed to examine the existing education policy and to make recommendations for the establishment of a national system of education, with Malay as the national language but preserving the languages and cultures of the other communities.

- 17 *Report of the Education Review Committee, 1960.* (Chairman: Enche' Abdul Rahman bin Haji Talib). Kuala Lumpur, Government Printer, 1960. x, 98 p.

Reviews the accomplishments of the 1956 Education Committee and makes further suggestions for development, e.g., school leaving age to be raised to 15; universal, free primary education to be introduced as from 1962; Malay and English languages to be compulsory; responsibility for primary education to be with the Minister, not with the local education authorities.

- 18 *Report of the committee to consider financial aids to non-government Islamic religious schools.* Kuala Lumpur, Government Printer, 1957. v, 49 p.

Recommends that a section of the Ministry of Education should be responsible for administering aid to these schools to help them improve their condition.

Universities are the subject of the following references [19-24]:

- 19 UNITED KINGDOM. COLONIAL OFFICE. *Higher education in Malaya.* London, HMSO, 1939. vii, 151 p. (Colonial 173).
- 20 ——. *Report of the commission on university education in Malaya* (Chairman: Sir Alexander Carr-Saunders). London, HMSO; Kuala Lumpur, Government Printer, 1948. x, 150 p. (Colonial 229).
Recommends the amalgamation of Raffles College and the King Edward VII College of Medicine, Singapore, to form the University of Malaya, with full degree-granting powers and with faculties of arts, sciences and medicine. Recommends that the university be built at Johore Bahru.
- 21 *Future development and site of the University of Malaya; memorandum by the vice-chancellor and administrative officers of the university.* Kuala Lum-

pur, Government Printer, 1953. 16 p. (No. 87 of 1953).

Recommends, as an alternative to the site proposed above [20], that the existing site in Singapore be developed, along with a new site at Kuala Lumpur—eventually leading to two universities.

- 22 *Report of the joint committee on the future of the University of Malaya.* Kuala Lumpur, Government Printer, 1954. 18 p. (No. 23 of 1954).

The main recommendations are that the Johore Bahru site be abandoned and the university be located in Singapore and Kuala Lumpur.

- 23 SINGAPORE. *Report of the commission of enquiry on the University of Malaya, 1957* (Chairman: R. S. Aitken). Singapore, Government Printer, 1957. 67 p. (Sessional paper no. Cmd 54 of 1957).

A commission appointed to review the constitution, working and finances of the University of Malaya in the light of the experience of the rapid expansion of the last seven years and the prospective expansion in the near future, including the plan for developing the University in Kuala Lumpur; and to make recommendations.

- 24 ——. *Report of the committee of enquiry on medical education in Malaya.* Singapore, Government Printer, 1954. 62 p.

The committee inquired into the future needs of university medical education and made recommendations for the provision and siting of suitable facilities.

Technical education is discussed in

- 25 *Report of the committee on the future use of the Technical College, Kuala Lumpur, together with a statement of government policy.* Kuala Lumpur, Government Printer, 1956. vi, 39 p.

The college should be an educational institution, not a pre-government-service training centre. It should be grant-aided, students should pay fees, and liaison with the University of Malaya and Singapore Polytechnic should be maintained. A minority report recommended that the college should develop as a centre for higher technical education.

Administration of the educational system

For an account of the educational system, see *World survey of education* [International sources 8].

Under the Federation of Malaya agreement, the establishment and control of educational policy is vested in the Federal Government. The Education Department has been merged with the Ministry of Education, whose officers are responsible to the Minister of Education for the administration of the education system. The Department publishes

- 26 EDUCATION DEPARTMENT. *Annual report, 1946-1947.* Kuala Lumpur, Government Printer.
Preceded by reports of the Education Department of the Malayan Union.

Structure and organization

There is a six-years course in the national or national-type primary schools, for children from 6 to 12 years. At the end of this course the pupils take the Malayan Secondary Schools Entrance Examination, after which approximately 70 per cent go to post-primary schools and approximately 30 per cent to rural secondary or national or national-type secondary schools. From these schools children take the lower certificate of education, and go on to secondary trade or technical schools, upper secondary schools or primary teacher training institutions.

In technical and upper secondary schools, the Federation of Malaya School Certificate examination is taken. Success in this leads to technical colleges and sixth forms in the upper secondary schools, and to post-primary and secondary training colleges. In the sixth forms pupils take the Higher School Certificate examination for entrance to the university.

Two works on the educational system are:

- 27 KAYE, Barrington. *A manifesto for education in Malaya*. Singapore, D. Moore, 1955. 49 p. (Problems of Malaya series).
- 28 MASON, F. *Schools of Malaya*. Singapore, D. Moore, 1954. 35 p. (Background to Malaya series, 3). Short survey of education in the post-war period.

[See also 3.]

University education is provided at:

- 29 UNIVERSITY OF MALAYA
Kuala Lumpur.
Publishes *Annual report*, 1949-50- ; *Calendar*, 1949- ; and *Gazette*. Founded in 1949 under ordinances enacted by the Federation of Malaya and Singapore, the amended constitution 1959 provides for the continuance of the University of Malaya as a single university. Two divisions have been established:

UNIVERSITY OF MALAYA IN SINGAPORE [Singapore 19].

- 30 UNIVERSITY OF MALAYA IN KUALA LUMPUR
Pantai Valley, Kuala Lumpur.

See also preceding items on higher education [19-24] and *Commonwealth universities yearbook* [International sources 1].

Textbooks and instructional materials

See *Bibliography of Malaya* [2].

Education associations

See *Teachers' associations* . . . [International sources 2]. There are also:

- 31 ADULT EDUCATION ASSOCIATION, FEDERATION OF MALAYA
Kuala Lumpur.
Since 1952 has issued *Annual report*.
- 32 ASSOCIATION OF TEACHERS OF ENGLISH IN CHINESE SCHOOLS
48A Kelawei Road, Penang.
Protects its members' interests, acts as an information centre, holds annual conferences and publishes a monthly newsletter and an annual report. Membership covers all types of schools.
- 33 WOMEN TEACHERS' UNION, FEDERATION OF MALAYA
Formed in March 1961.

Educational journals

Periodical lists are provided in:

An International list of educational periodicals [International sources 3].

CHEESEMAN, H. A. R. *Bibliography of Malaya* [2].

- 34 INDO-PACIFIC FISHERIES COUNCIL. *List of scientific and other periodicals published in the Indo-Pacific area*. Bangkok.
- 35 NATIONAL DIET LIBRARY. *List of periodicals published in South-East Asia*. Tokyo, 1954. 117 p.
Malaya journals are noted on p. 79-84.

Educational statistics

See *Annual report of the Education Department* [26].

Education biography

- 36 *Leaders of Malaya and who's who*, 1956- . Kuala Lumpur. [Annual?]
Edited and published by J. Victor Morais.
Who's who in Malaya and Singapore [Singapore 29].

Education libraries and museums

UNIVERSITY OF MALAYA LIBRARY [29].

There is no central clearing house for educational information. An official research centre which functions under the General Directorate of Higher Education and Scientific Research of the Secretariat of Education is the

1 INSTITUTO NACIONAL DE PEDAGOGÍA

Ignacio Ramírez 6, México, D.F.

Maintains a library of monographs, official reports and periodicals in support of its research programmes into educational problems. The institute will, on application, supply information on its own activities and on other aspects of education in so far as its personnel and informational resources permit. It publishes a journal:

2 *Revista del Instituto Nacional de Pedagogía*, 1946- . México. Quarterly.

Aims to publicize the programmes and accomplishments of the institute and to disseminate information based on technical investigations into specific problem areas. Each number usually has a bibliography on some special educational topic.

The legislation creating the National Technical Council on Education in 1957 provided for the establishment of several accessory permanent sections of the council. One of these is the Section for Educational Studies, which has its offices in the National Education Institute and draws on the Institute's facilities in carrying out its own work:

3 CONSEJO NACIONAL TÉCNICO DE LA EDUCACIÓN

Sección de Investigación Pedagógica, Ignacio Ramírez 6, México, D.F.

The section has among its responsibilities the supplying of information in its areas of competence to schools, teachers, educators and the interested public. At present there is a certain degree of overlapping of authority and interest between the section and the institute.

Reference works

4 CARRASCO PUENTE, Rafael. *Datos históricos e iconografía de la educación en México*. México, Secretaría de Educación Pública, 1960. 284 p.

A ready-reference iconography which supplies (a) pictures of the buildings which have housed the Federal Department of Education over the years; (b) portraits of all heads of the system from 1905 to 1960, and (c) portraits of a selected group of eminent educators from the mid-nineteenth century to the recent past. There are brief factual notes to most of the illustrations. Supplementary non-pictorial features include a short historical survey of Mexican education by Dr. F. Larroyo, a condensed section of excerpts from important legislative acts relating to education, and a few miscellaneous speeches and articles on educational topics.

The following reference work is a directory:

5 'Guía de sugerencias para la solución de problemas sociales'. In: *Revista del Instituto Nacional de Pedagogía* (México), año XIII, nos. 49/50, abril/junio 1959, 136 p. (entire issue).

A guide to institutions in the Mexico City area providing social services, designed to assist social workers, teachers, doctors and parents to locate the appropriate agency for help in a specific problem. Included are nursery schools, kindergartens, special schools and establishments for the blind, crippled, delinquent, mentally or emotionally disturbed, etc. For each institution are given the name, address, sponsoring agency, objectives, services, eligibility requirements, hours of service, and other miscellaneous information. There is an index by problem and by name of institution.

Bibliographies

6 *Boletín bibliográfico mexicano*, 1939- . México. Bimonthly.

The *Boletín* is now edited by the publisher-bookseller Porrúa Hnos., which took over the publication from the Instituto Panamericano de Bibliografía y Documentación. Each number has a section 'Nueva bibliografía mexicana' which records in a broad classed arrangement recent new titles. The bibliographic information is fairly full, although the name of the publisher is often lacking. There are usually brief descriptive annotations. Textbooks are listed separately at the end of the bibliographic section. There are no indexes, and no cumulations.

For the period 1957-60 inclusive, a fuller and more convenient source is

7 BERROA, Josefina. *México bibliográfico, 1957-1960; catálogo general de libros impresos en México*. México, 1961. 189 p.

This is mainly a catalogue of commercially and privately printed books, with a sprinkling of official publications; pamphlets are excluded. The work consists of an alphabetic author listing, followed by a subject index of fairly high specificity. Textbooks are usually entered as a subheading under the subject of the text.

By the same author is

8 ——. *Spanish language books in the field of education*. Mexico City, Regional Technical Aids Center, 1959. 44 p.

A listing by subject of 216 books translated from the English and commercially available in Spanish language editions. Some are pedagogical classics or older standard works, but many recent publications, including a number of Unesco and Pan American Union titles, are also listed. There is an index by author.

See also the section on education in the *Handbook of Latin American studies* [Bolivia 2] and *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The educational system is based on the guarantees and stipulations contained in the Constitution of 1917. This provides, in the various sections of Article 3, that education shall be free, secular and

compulsory, and that the State has paramount authority over the content of instruction in all schools, public or private. The same article introduces the prohibition against the participation of religious bodies in the formal educative process, a point that has occasioned much controversy in the ensuing years. Article 31 defines the period of compulsory study as up to the age of 15. The authority of Congress to establish federal schools is specified in Article 73. By Article 123, economic enterprises are, under certain conditions, required to provide schools for the children of their employees.

There are many available texts of the 1917 Constitution. A reliable recent edition is

- 9 *Constitución política de los Estados Unidos Mexicanos, con sus adiciones y reformas; texto vigente*, 14.^a ed., México, Editorial Porrúa, 1960. 106 p. (Colección Porrúa. Leyes y Códigos de México).

In addition to the Constitution, the structure of the educational system is governed by the Organic Law of Education signed on 31 December 1941, of which many of the provisions are still in force.

- 10 SECRETARÍA DE EDUCACIÓN PÚBLICA. *Ley orgánica de la educación pública*. México, Ediciones de la Secretaría de Educación Pública, 1942. c. 120 p. The text of the Organic Law is given on p. 53-108. It is preceded by the reports of the Senate and House Education Committees, the presentation to Congress by the Secretary of Education, and a résumé of constitutional provisions relating to education. There is a table of contents, but no indexes are provided.

New laws relating to education are given in full in the official gazette:

- 11 *Diario oficial, órgano del gobierno constitucional de los Estados Unidos Mexicanos*, 1917-. México. Daily.

From 1821 to 1917 appeared under 40 different titles. Each number groups the new laws by the Ministry which they affect. For each volume there is an index by the Ministry which generally covers a two-month period. There are no cumulative indexes, and separately issued guides to and compilations of new laws have been issued very irregularly.

At present there is no good single cumulative source for educational legislation.

It should be noted that the Secretary of Public Education has very extensive authority to introduce and enforce substantive changes in national policy and practice through administrative decisions without the approval of the Congress. These are embodied in regulations whose import is made known by means of circulars and in the pages of the appropriate periodicals and journals issued by the Secretariat.

A balanced and well reasoned discussion of the educational implications of the Constitution from an official point of view was presented to the National Conference on Normal Education by the Minister of Education during the administration of President Ruíz Cortines (1952-58):

- 12 CENICEROS, José Angel. *Nuestra constitución política y la educación mexicana*. México, Cia. Impresora Popular, 1955. 44 p.

See also *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

Responsibility for the financing and organization of the school system, in keeping with Mexico's federal form of government, is divided between the National Government, the States and municipalities. The powers and obligations proper to administration at each of these levels are embodied in the organic law of education and other statutory provisions. In practice, a State may voluntarily surrender part of its control to the National Government when it lacks the material resources to comply with its legal obligations. At all levels, the technical direction of education is the province of the Federal Government, which also has complete control of schools in the Federal District and the territories. Private schools are subject to government inspection and supervision. They must follow the same plans, curricula and methods which the National Government lays down for public schools.

The national system is headed by the Secretary of Education, under whom are an advisory technical board and a complex hierarchy of administrative officials. There are more than twenty directors-general of departments responsible for education of a certain type or at a specific level, or in charge of ancillary divisions such as libraries, audio-visual materials and building maintenance. In each State the Minister has an appointive Director of Federal Education who administers the federal schools and also maintains close relations with State and local authorities.

In the State the chief educational official is the Director General of Schools, who is appointed by the Governor. He is assisted by the Director of Inspection and a finance officer. The State authorities appoint and supervise teachers in State and municipal schools. The municipality's principal educational responsibilities are financial—to establish and

maintain urban schools. It is not uncommon for the Federal Government to remedy local deficiencies by building new schools which are thereafter supported out of local taxes. Inspection of State and municipal schools is generally carried out by the State inspectors, except where the local authorities have surrendered administration of State schools to the Federal Government, in which case the federal inspectors under the State Director of Federal Education perform the task.

Academic preparatory schools are usually linked administratively with State universities, or, in the Federal District, with the National University of Mexico, in order to ensure that the student's programmes of study at the secondary level will prepare him adequately for university work. The National University is a wholly autonomous institution.

Except for kindergartens, all public pre-primary care and training is under the jurisdiction of the Secretariat of Health and Welfare. Higher schools of agriculture are administered by the Secretariat of Agriculture, and military schools by the Secretariat of National Defense.

The report of the Secretary of Public Education has been issued at irregular intervals and with varying titles in recent years. Formerly called the *Memo-ria*, the latest numbers have appeared as

- 13 SECRETARÍA DE EDUCACIÓN PÚBLICA. *Acción educativa del gobierno federal*. . . . México. Annual (irregular).

A topical-departmental summary of the government's educational activities for the period covered (since 1940 this has been from one to six years). The report usually includes short chapters on administration and budget and on legal affairs, as well as sections for the various levels and special types of education. Useful organizational charts for individual administrative departments are sometimes supplied.

Occasionally reports are issued for general distribution by some of the separate directorates. For the period 1952-58, a cumulative report was published by each of the following general directorates: normal education, audio-visual education, literacy and extra-school education.

For authoritative statements on current official policy, see the sections 'El pensamiento rector' and 'Ideario educativo del régimen' by the President and the Secretary of Public Education respectively in *Educación*, no. 5, segunda época, abril 1961 [37].

The budget for the Secretariat of Education is included in the general budget for the Federal Government, which appears irregularly:

- 14 MINISTERIO DE HACIENDA Y CRÉDITO PÚBLICO. *Ley de ingresos y presupuestos de egresos del erario*

federal. . . . México, 1849- . . . Annual. (Title and frequency vary).

Gives allocations for salaries and services by department or directorate. Subventions to states and institutions are listed separately.

Budgetary matters are the subject of a concise and penetrating study by a noted Mexican economist:

- 15 NAVARRETE, Ifigenia M. de. *El financiamiento de la educación pública en México*. México, Escuela Nacional de Economía, Universidad Nacional Autónoma [1959?]. 21-55 p. (Sobretiro del vol. XVIII, no. 69, primer trimestre de 1958, de Investigación Económica).

The author's introduction states that this study seeks to analyse the educational problem from the point of view of the real and financial resources needed to provide a primary education for all students entitled to receive it under the terms of the Constitution. The study examines the actual state of physical plant and governmental expenditure against the demographic data of available teachers and current enrolment. Projections of immediate future needs are made, and possible methods of public investment are explored.

An informational publication is

- 16 SECRETARÍA DE EDUCACIÓN PÚBLICA. *Consejo Nacional Técnico de la Educación*. México, 1958. 119 p.

Describes the organization and objectives of this advisory and policy making body, gives the texts of enabling legislation, regulations for its functioning, a roster of its members, and includes statements and speeches related to its work by the President, the Secretary of Education and other officials.

Structure and organization

Day nurseries and kindergartens are maintained by numerous public, private and commercial agencies. Approximately half of the kindergartens, of which there were 1,200 in 1955, are federally supported; the rest are either State or private establishments. Attendance is free but not required.

Primary education is compulsory for children of 6 to 14 years. It is offered in six-year schools in the cities; most rural schools are unable to offer the full programme, a circumstance which has accelerated the growth of *internados*, primary urban schools which have boarding facilities for some of their students. Above the third grade, instruction is not given to mixed classes; except in rural areas, boys' and girls' schools are separate establishments.

Upon completion of primary school, the student may enter any one of several types of secondary schools. Non-terminal programmes are offered in the pre-vocational school or the academic secondary

school. The first cycle comprises three years of general studies. In the second cycle of two years the student may specialize in professional commercial subjects in vocational schools, or in academic studies for either the science or humanities diploma (*bachillerato*), offered by the preparatory school (*escuela preparatoria*). The normal school programme encompasses three years in the second cycle and is terminal for primary teachers. Those seeking an advanced degree may go on to the higher schools of education at university level. Secondary terminal programmes of three years immediately following primary school are available in agricultural, industrial and special schools. The fine arts curriculum of six years is given in schools of dancing, music and plastic arts; the student may go on to the schools of fine arts at the university level.

The *bachillerato* is required for entrance to any university. Students lacking it may audit classes but are not permitted to take examinations. The number of universities increases almost yearly; most states have one. The most important is the National Autonomous University of Mexico. With only one or two exceptions, the universities are wholly or in part supported by grants from the Federal Government. Also at the university level are polytechnic institutes for advanced study in technical subjects.

Works on the general structure of education and on specific levels are:

- 17 JOHNSTON, Marjorie C. *Education in Mexico*. Washington, U.S. Department of Health, Education and Welfare, Office of Education, 1956. 135 p. (Office of Education, Bulletin 1956, no. 1).

The author is a specialist in comparative education, American Republics Division of International Education. Her study, a detailed general survey of the formal educational system, begins with a section on the historical, social and economic context. Part II takes up in order the general organization and administration of the system and the pattern of education at each level. Pages 97-128 are given over to summaries of programmes of studies. There is a bibliography of both Spanish and English books and articles used in making the study.

- 18 KNELLER, George T. *The education of the Mexican nation*. New York, Columbia University Press, 1951. 258 p.

A sympathetic study by an American scholar. Relates the development of Mexican education to its historical and socio-economic background and assesses its accomplishments to date. There are descriptive chapters on the various instructional levels and types of education, and a substantial bibliography.

- 19 GALLO MARTÍNEZ, Víctor. *Estructura económica de la educación mexicana; problemas y proyecciones económico-demográficas*. México, 1959. 2 vols.

A thorough, documented study on the economic structure of pre-university education from 1952 to date. The author examines the pattern of investment in the light of a quantitative evaluation of educational resources and needs. Figures are projected to 1964. Volume 1 opens with a general introduction on the aims of education; this is followed by separate chapters on pre-primary, primary, secondary, agricultural, normal, and commercial and special education. Each chapter covers present status of establishments, enrolment and teachers, traces expenditures from 1952 forward, evaluates output, pinpoints deficiencies, and makes detailed recommendations for measures to be taken in order to meet growing educational needs. The statistical documentation in vol. 1 consists of tables and multi-coloured graphics; vol. 2 consists entirely of 666 tables, which constitute the most complete collection of statistics for the period.

- 20 LARROYO, Francisco. *Historia comparada de la educación en México*, 5.^a ed., corregida y aumentada. México, Editorial Porrúa, 1959. 440 p.

This study of Mexican education from pre-Columbian times to the present was written by an acknowledged authority on education and modern philosophy. First appearing in 1947, the work's merits are such that it has become a classic fundamental to any understanding of Mexican education today.

[For a bibliography of primary education, see Venezuela 28.]

- 21 SECRETARÍA DE EDUCACIÓN PÚBLICA. DEPARTAMENTO TÉCNICO DE SEGUNDA ENSEÑANZA. *Guía de información vocacional; principales carreras que se estudian en México*. México, 1954. 222 p.

A guide to public and private establishments for vocational education, giving names and addresses, courses offered, entrance requirements, degrees and certificates granted, and similar information.

- 22 ——. *La educación rural mexicana y sus proyecciones; resoluciones de la Junta Nacional de Educación Primaria*. México, 1953. 366 p.

Enabling legislation, regulations, agenda and final report of the first National Education Conference held in Mexico City, 10-15 August 1953. Included are addresses and papers presented to the conference, and resolutions of the special commissions on aspects of rural education, which, with primary school inspection, constituted a principal theme of the meeting.

- 23 THOMAS, Alfred, Jr. *The educational system of Mexico, with recommendations for the evaluation of Mexican college and university credentials*; preliminary copy for editing by the American Association of Collegiate Registrars and Admissions Officers, Committee on Evaluation of Foreign Student Credentials. 1956. 20 p. Processed.

Designed to provide institutions of higher education in the United States with a basis for evaluating applications for admission by Mexican students, this gives a good panoramic view of the education system as a whole, but is especially useful for the basic programmes of Mexican institutions of secondary and higher education. The degrees conferred by all established schools are noted in detail.

- 24 DERBEZ, Jorge. *Las profesiones universitarias; (gula de carreras)*, 3.^a ed., México, Universidad Nacional Autónoma de México, Dirección General de Publicaciones, 1960. 182 p.

A guide for university students on the 64 educational careers offered by the National University. The careers are classified into seven vocational groups. Brief description of each field of specialization, followed by a summary of the courses, credit requirements, and degrees obtainable in the appropriate school of the university. Appendix I gives a short summary of careers available in other official and private educational institutions in the federal district. Appendix II consists of a similar list for the universities and institutes of higher education in the States.

- 25 UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO. DIRECCIÓN GENERAL DE PUBLICACIONES. *Anuario general*. México, 1960-. Annual.

This very complete guide to the UNAM begins with a short historical account of the university, followed by the texts of its organic law and statutes. A section on general services describes the administrative and service departments. The bulk of the yearbook is devoted to a description of each faculty, school or institute, its curriculum, and a roster of the teaching staff. The 1960 edition has over 500 pages.

[See also Ecuador 30.]

Textbooks and instructional materials

Until very recently, almost all textbooks used in the schools have been privately authored and commercially published. Government control over content, format and price has been exercised through the Review Commission on Textbooks and Reference Works, a permanent agency under the direct authority of the Secretary of Public Education:

- 26 COMISIÓN REVISORA DE LIBROS DE TEXTO Y CONSULTA Donceles No. 91-521 y 522, México, D.F.

The commission's responsibility is to review, evaluate and rule on the suitability of all books submitted for its consideration. A work which conforms to the criteria of selection is added to the list of approved texts and may be used for five years, although it is subject to review and change of decision at any time. The commission's authority extends to all books for use through the third grade of secondary school, and no text may be used in any public or private school unless it is on the approved list, of which copies may be requested from the commission:

- 27 SECRETARÍA DE EDUCACIÓN PÚBLICA. COMISIÓN REVISORA DE LIBROS DE TEXTO Y CONSULTA. *Lista oficial de libros de texto y de consulta para el uso en el año lectivo*. . . . México. Annual.

Although the commission has authority to establish ceiling prices for officially approved texts, the cost of books has always been such as to place them out of reach of all but a few students in the lower school

levels. In order to ameliorate this situation, and also to exercise firmer control over the content of textbooks, the Secretariat of Education initiated in 1958 an intensive campaign of production and distribution of primary school texts under the direction of a National Commission for free textbooks. In less than two years, over 17 million readers for the first to third grades had been distributed free of charge. As time and resources permit, suitable material is being prepared for other grades as well.

Nevertheless, it is likely that a substantial part of the books used in secondary schools, and all of those for the university level, will continue to be supplied by commercial publishers, of which Mexico has many. For information on recent and new textbooks, the current bibliographies are useful [6-8]. Publishers and booksellers specializing in textbooks regularly issue catalogues which are supplied free on request. Among the more important suppliers of texts and reference books are the following:

Ediciones Aguilas, Frontera 78-bis, México, D.F.
Editorial Avante, S. de R.L., L. González Obregón 9-A, Apartado 13606, México, D.F.
Editorial Patria, S.A., Av. 5 de Mayo 43, México, D.F.
Fernández Editores, S.A., Calzada México-Coyoacán 321, México 13, D.F.
D.E. Herrero y Cía., S.A., 5 de Mayo 39, México, D.F.
Herrero Hnos., Sucesores, S.A., Comonfort 44, Apartado 671, México, D.F.
Porrúa Hnos. y Cía., S.A., Argentina y Justo Sierra, Apartado Postal 7990, México 1, D.F.

For a comprehensive listing of publishers and booksellers, with specialization noted where known, see the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

The clearing house for information on audio-visual materials is the

- 28 SECRETARÍA DE EDUCACIÓN PÚBLICA
Dirección General de Educación Audiovisual, Pasaje Catedral, Donceles No. 91, México, D.F.
The directorate maintains a large reference and lending collection of audio-visual materials and promotes very active programmes of production, distribution and training. Under its auspices, regional centres are being established in several of the States and districts.

A useful manual on audio-visual instruction is

- 29 MORENO Y GARCÍA, Roberto; LÓPEZ ORTIZ, María de la Luz. *La enseñanza audio-visual*, 2.^a ed., corregida y aumentada. México, Editorial Porrúa, 1960. 299 p.

A leading supplier of audio-visual materials (flannel-boards, maps, charts, anatomical models, flags, pictures, etc.) is Fernández Editores [see above].

Education associations

Although there are no restrictions on the freedom of teachers to belong to professional associations, the number of associations is small. The largest is the National Union of Educational Workers:

- 30 SINDICATO NACIONAL DE TRABAJADORES DE LA EDUCACIÓN

Belisario Domínguez 32, México 1, D.F.

Current membership is approximately 150,000. Includes all teachers in the public school system. The union's functions are protective, informational and professional. Its official organ is the bulletin *Magisterio*.

Short lists of educational organizations will be found in *An International directory of education associations* and in *Teachers' associations* . . . [International sources 2]. The following should be added:

- 31 ACADEMIA MEXICANA DE LA EDUCACIÓN

Apartado Postal 19526, México, D.F.

The academy's principal interests are professional and technical. It issues an official bulletin:

Boletín mensual, Agosto, 1958- . México. Monthly. Most of the earlier numbers of this tabloid-size publication are given over to organizational matters, particularly with regard to the First National Education Assembly, held in November 1958.

- 32 ASOCIACIÓN DE PROFESORES UNIVERSITARIOS DE MÉXICO

Justo Sierra No. 7, Desp. 104, México 1, D.F.

Founded in 1950. The association's members are on the faculties of the various schools of the National University (UNAM). The official journal is

- 33 A.P.U.M., 1960- . México. Bi-monthly.

Reprints speeches of interest to members, news of the association, general articles on educational topics, and brief essays and articles on painting, travel, literature, etc.

Educational journals

Most of the important educational journals are published under the auspices of organs of the Secretariat of Public Education. The recent history of these journals has been characterized by a certain irregularity of appearance and discontinuity of purpose,

a situation which prompted the formation of a Permanent Section for the Creation and Encouragement of Technical/Pedagogical Journals in the Technical Council of Education. At the Third National Assembly of Education in November 1961 the section presented a plan of activities, of which one of the first steps is to compile, through the circularization of a questionnaire, a directory of all educational journals and related periodical publications.

- 34 'De creación y fomento de revistas técnico-pedagógicas'. In: *Educación* (México), 2.^a ép., no. 5, abril 1961, p. 124-9.

Appendix no. 1 of the plan has on p. 297-304 a preliminary list of 12 current technical education journals, and 59 other periodicals in science, art and general subjects.

A list of 21 education journals published by bodies under the Secretariat of Public Education is given on p. 96-7 of *Educación* [37], primera época, no. 1, nov. 1957. Only the name of the issuing agency and the title of the publication are supplied. Another list, entitled 'Directorio de publicaciones de la Secretaría de Educación Pública', is given on p. 139-41, of *Educación*, primera época, no. 3, oct. 1958. This also gives the name of the editor and the address of the publication's offices or sponsoring agency.

A list of 20 official and private journals is given in *An International list of educational periodicals* [International sources 3]; a few of these have suspended publication or are appearing only sporadically at present. To this list should be added:

- 35 *Boletín del Consejo Nacional Técnico de la Educación*, 1958- . México. Monthly.

A popular newspaper-size review of eight pages devoted to educational and cultural topics such as national figures and incidents in art, music, history, etc. The lead article usually deals with the aims of education in general terms.

- 36 *Boletín mensual de la Academia Mexicana de la Educación*, 1958- . México. Monthly (irregular).

A tabloid-format bulletin published by the Academy at Avenida Baja California 360, México, D.F.

- 37 *Educación, revista de orientación pedagógica*, 1957- . México. Quarterly.

Published by the National Technical Council on Education, this substantial and serious journal emphasizes questions of national education policy and planning. Serving as a vehicle for the expression of official views by the President, the Secretary of Education and other high level administrators, it is also the official organ for publicizing the work of the council.

- 38 *I.F.C.M.; boletín del Instituto Federal de Capacitación del Magisterio*, 1960- . México. Irregular.

The official organ of the Federal Institute for the Professional Training of In-Service Teachers is concerned with the institute's

programmes, particularly in the area of rural teaching. Contains articles on teacher training, suggested work units for the use of teachers, news items, and general articles.

- 39 *Revista de la Escuela Normal Superior*, 1957- . México. Quarterly.

The official organ of the Higher Normal School (Fresno no. 15, México, D.F.); has general articles on educational subjects and chronicles the activities of the school. Vol. II, no. 3/4, 1958 is devoted entirely to a survey of the school's development for the period 1953-58.

See also *Magisterio* [30], *Boletín mensual* [31] and *A.P.U.M.* [33].

Educational statistics

The responsibility for the compilation of educational statistics is shared by the Dirección General de Estadística (General Bureau of Statistics) in the Secretariat of Industry and Commerce and the Departamento de Estadística Escolar (Department of School Statistics) of the Secretariat of Public Education. In the agreement signed by the two agencies on 30 November 1949, schools were divided into two groups for statistical purposes. First come all establishments directly under the control of the Federal Government; second, all schools maintained by States or municipalities, or those which are privately operated. The secretariat is responsible for federal schools, the bureau for the second group.

The Bureau of Statistics is the focal point for all statistical data of interest to the National Government. It makes the information available to interested agencies and individuals through yearbooks, bulletins, journals and special compilations, which also include information supplied by the Department of School Statistics. The latter occasionally publishes pamphlets and monographs under its own authority; the Department's address is

- 40 SECRETARÍA DE EDUCACIÓN PÚBLICA
Departamento de Estadística Escolar, Puente de Alvarado núm. 71, México, D.F.

A concise description of the system of educational statistics may be found in:

- 41 CENTRO INTERAMERICANO DE ENSEÑANZA DE ESTADÍSTICA ECONÓMICA Y FINANCIERA. CURSO LATINO-AMERICANO DE ESTADÍSTICAS EDUCACIONALES, Santiago, 1958. *Las estadísticas de la educación en México*. Santiago, 1958. 12 p. Processed.

Gives a brief resumé of the history of educational statistics in Mexico; describes the present organization, methods, frequency and characteristics of statistical activity and considers possibilities for the extended use of sampling techniques. Includes an organization chart of the Department of School Statistics.

- 42 SECRETARÍA DE INDUSTRIA Y COMERCIO. DIRECCIÓN GENERAL DE ESTADÍSTICA. *Catálogo general de las estadísticas nacionales*. México, 1960. 127 p.

A useful work presenting in tabular form basic information on statistical activity in all the important areas of national life. For education, see p. 11-15, where the following information is given: subject of data and how divided (53 categories); period covered for each type of datum; source of the data; whether published or not; organ in which regularly published; and institution or other body from which information on the subject can be obtained.

The principal serial publications for the dissemination of national statistics are issued by the Bureau of Statistics. They are listed below.

- 43 ——. *Anuario estadístico*, 1894- . México. Annual.

Each yearbook contains approximately 100 pages of educational statistics covering every level and type of formal education. [See the preceding entry for detailed information on the categories included in the *Anuario*.]

- 44 ——. *Compendio estadístico*, 1941- . Annual (irregular).

Compilation designed to present in a more readily accessible form the principal data contained in the *Anuario*. Each of the numbers published during the 1950's contains 50-70 pages of educational statistics including the number of schools, divided by State, type, number of grades, whether private or public and co-educational or segregated; enrolment, similarly divided; number of teachers; teachers' salaries; school construction, etc. The data usually cover the previous two or three years.

- 45 ——. *México en cifras*, 1934- . México. Annual (irregular).

A more popular presentation which makes extensive use of graphic as well as statistical tables. The section on education usually runs to some 70 pages and includes information on number of schools, enrolment, teachers, etc. The graphs and tables frequently show trends of development over a period of several years.

[See also 19 for an important compilation covering the period from 1952-58.]

Although important statistics pertaining to the National University are included in the *Anuario* [43] and *Compendio* [44], more detailed figures are regularly made public in the university's own yearbook:

- 46 UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO. DEPARTAMENTO DE ESTADÍSTICA. *Anuario estadístico de la U.N.A.M.* Ciudad Universitaria. Annual.

Education biography

- 47 TIRADO BENEDÍ, Domingo. *Educadores de México (Bosquejos biográficos)*. México, Secretaría de Educación Pública, 1955. 102 p. (Biblioteca enciclopédica popular, Nueva época, no. 225).

Brief two-page biographical sketches which supply the important facts on 31 educators from Pedro de Gante (born 1479) to Dr. Moisés Sáenz (1888-1941). The entries are arranged in chronological order by date of birth. No living persons are included.

[For portraits of educators and administrators, see also 4.]

Inter-availability of educational resources

- 48 *Programas de becas y datos profesionales de los becarios*. [México] Banco de México, Departamento de Investigaciones Industriales [1961]. 334 p.

A manual and directory on fellowships abroad which are available to Mexican students. There is a list of Mexican institutions, international organizations and foreign governments which offer grants and fellowships. Most of the work is composed of a directory of over 600 Mexican students who studied abroad from 1944 to 1960; each entry gives the salient data relating to the student's educational and professional career. There is an index by subject of specialization.

The major official source of information concerning educational documentation in the Netherlands is the

- 1 BUREAU DOCUMENTATIE VAN HET MINISTERIE VAN ONDERWIJS, KUNSTEN EN WETENSCHAPPEN (Documentation Centre of the Ministry of Education, Arts and Sciences)

Nieuwe Uitleg 1, 's-Gravenhage.

Set up in 1945 when a special General Directorate for out-of-school education was established in the Ministry of Education, Arts and Sciences, the documentation centre expanded its field of activity in 1950. As a sub-section of the present Research and Documentation Department, it now includes all of cultural documentation and comprises three bureaux: Documentary Information, which collects and makes data available, partly through its publications; a library; and an Educational Report Bureau, which collects and unifies data for the reports, edits the texts and handles technical matters related to the preparation of this and other publications.

The centre has always regarded as one of its important functions the issuing of information on Netherlands education to other countries. It attempts also to make known outstanding foreign publications, often using the *Documentatieblad* [5] and its appendixes for this purpose.

[For some of the centre's publications, see 5-9, 20-22, 30, 35, 38, 40, 41, 43, 44 and 48.]

Reference works

A general picture of the main problems and literature relating to education and teaching before 1955 is given in the following encyclopaedias:

- 2 *Paedagogische encyclopaedie* (Educational encyclopaedia), ed. by R. Casimir and J. E. Verheyen, Groningen, Wolters; Antwerpen, De Sikkel., s.d. 2 vols; vol. I, 549 p., vol. II, 664 p.

Most of this alphabetical-lexicographical encyclopaedia had already appeared in instalments before the outbreak of the Second World War. Even in the remainder, the summaries and bibliographies in the articles go no further than 1939. The editorial staff and collaborators consisted of both Dutchmen and Flemings, while in many cases the situation in the Netherlands and in Belgium is dealt with separately. Biographies of teachers and certain other articles are illustrated, or explained by means of statistics and graphs. There are name and subject indexes.

- 3 *Eerste Nederlandse systematisch ingerichte encyclopaedie* (First systematically arranged Dutch encyclopaedia). Amsterdam, Ensie, 1946. 10 vols. Vol. I: philosophy, religion, psychology, education and teaching. 606 p.

The contents of this systematic encyclopaedia are arranged in orderly fashion in three main groups of subjects: the world of intellect, natural sciences and applied sciences (techniques). The 'Education and teaching' section in vol. I contains articles on the concept of education, stages of development, religious education, history of education and popular education. Each section contains a bibliography. Illustrated.

- 4 *Katholieke encyclopaedie voor opvoeding en onderwijs* (Catholic encyclopaedia of education and teaching). 's-Gravenhage, Uitgeversmij. Pax, 1951-53, 3 vols. Vol. I, 695 p.; vol. II, 769 p.; vol. III, 854 p.

This specialized educational encyclopaedia is alphabetically and lexicographically arranged, but aims at providing a detailed synthesis and summarizing all the new ideas and methods used since the end of the Second World War. By including general surveys and numerous cross references in the text and index, it seeks to facilitate connected study. Most of the articles are supplemented by a selected bibliography. The field is well covered. The encyclopaedia also covers youth activities, popular education and the use of leisure time, without confining itself to Catholic institutions. The work is mainly concerned with the Netherlands and Belgium (both of which are represented on the editorial staff and among the contributors), but also gives information about neighbouring countries and surveys of education in the United States of America and the Soviet Union. Illustrated. Name and subject indexes.

The main material which has appeared since 1955 is recorded in a number of bibliographical publications issued by the Documentation Service of the Ministry for Education, Arts and Science.

- 5 *Documentatieblad* (Documentation bulletin). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1946- . Monthly, with annual index.

Contains details and a current annotated bibliography on general education (including sociological and international aspects), teaching, youth activities and popular education, art and culture. Part I contains reports for the preceding month on conferences, congresses, societies, laws, regulations, etc., with particulars of sources. Part II consists mainly of a current bibliography concerning books, reports, periodicals, weekly reviews and newspapers appearing over the same period. In the case of books, not only the title and a brief abstract are given, but also the call number in the Ministry library, where all other material can likewise be borrowed. In addition to Dutch literature, important foreign books and periodicals are regularly dealt with.

- 6 *Pedagogische bibliografie* (Educational bibliography). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1959- . Fortnightly, duplicated.

This current bibliography lists only the titles of books, reports and periodical and newspaper articles. It includes practically everything appearing in the Netherlands in connexion with educational literature, whereas the *Documentatieblad* [5], which appears later, is able to list only the most important on account of the space needed for annotations. The bibliography includes, in addition to the general educational, psychological and sociological sections, items on the various aspects of teaching and types of youth and adult education. Foreign literature is also referred to when possible.

- 7 *Speciale literatuuroverzichten. Onderwijs en volkswikkeling* (Surveys of special literature. Education and popular education). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en

Wetenschappen, 1957- . Published occasionally. Duplicated.

These two series of occasional lists (Education and popular education) consist of collections of titles of Dutch and foreign literature on special subjects. The lists are brought up to date from time to time with the co-operation of experts in the fields concerned. They are announced in the *Documentatieblad* [5] and are recorded in the yearly index of that periodical.

- 8 *Literatuurrapporten opvoeding en onderwijs* (Literature reports: education and teaching). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1957- . Published occasionally. Duplicated.

Based on reports, periodical articles, statistics, bibliographies, these annotated surveys of the literature on special subjects—such as elementary technical education of little-gifted children—are bibliographic spade-work for further research.

- 9 *Repertorium van literatuurkaartjes* (Bibliographical card index). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1952- . Duplicated.

Consists of four series (Education, Youth training, Popular education, and Art and culture) on cards of standard international format (3 × 5 inches) or on strips of four cards, containing short synopses of the literature listed, for internal use in the Ministry or for restricted use by outside institutes where a card index system is needed. Special series are also occasionally made available on a given subject.

Legislation and administration

Executive power in the Kingdom of the Netherlands is vested in the Crown acting on the advice of the Council of State. The Ministers at the head of each government department together form the Cabinet. Legislative power is exercised by the Crown acting in conjunction with the States-General. The latter consists of two Chambers, the First Chamber being elected by the members of the Provincial States, and the Second being directly elected by the citizens. The Ministers are responsible to Parliament. As far as education and teaching are concerned, responsibility rests in the first instance with the Minister of Education, Arts and Science, but certain other Ministers are also partially involved in this field.

The Netherlands Constitution (Chapter 12, Article 208) specifies that education is an object of constant solicitude on the part of the Government; on the other hand, it also guarantees freedom of education. The provision of government subsidies, and in many cases of full reimbursement of all expenditure, encourages the establishment and

maintenance of private schools which meet the reliability standards laid down in the various laws on education. The provisions of these laws as regards the curriculum, the condition of the school buildings and the professional and moral qualifications of the teaching staff are identical for both public and private schools.

This freedom of education results in a wide variety of types of school and teaching methods. Very considerable freedom of action is granted to school administrations, whether they depend on the local authorities or on an association. Although the Minister of Education and his assistants keep a watchful eye on the observance of the provisions of the law, they refrain from any direct interference.

The Government does not intervene in any way in the appointment of teachers at private schools and the school administration is entirely free to choose its own teaching aids. In cases where, in the opinion of the schools inspector, the curriculum of a private primary school fails to meet the requirements of adequate and evenly progressing education, it is not the Minister of Education who rules on the matter but a completely independent body—the Educational Council.

Netherlands legislation in the field of education can be understood only against the background of the long struggle for the freedom of education, which has resulted in public and private schools being placed on the same financial footing.

Documentation includes:

- 10 LANGEDIJK, D. *Bibliographie van de schoolstrijd 1795-1920*. (Bibliography of the school struggle 1795-1920). 's-Gravenhage, Dr. Abraham Kuyper Stichting en de Schoolraad voor de Scholen met den Bijbel, 1931. 368 p.

Following a list of miscellaneous books and periodicals which are constantly referred to, 2,200 titles of books dealing with the school struggle are listed. The 'General' section contains details regarding aids and appliances, laws, regulations and surveys, while the 'Special' sections cover the various phases of the struggle in chronological order. Detailed bibliography and subject index.

- 11 ——. *De geschiedenis van het protestants-christelijk onderwijs* (The history of Protestant Christian education). Delft, Van Keulen, 1953. 415 p.

Deals with the subject from the beginning of the nineteenth century. Includes educational legislation, the school struggle, the granting of equal financial status and later developments up to 1953. Extensive bibliography and name index.

- 12 AARTS, J. W. C. *Schoolrecht, schoolstrijd, schoolwet in Nederland* (Educational laws, school struggle and education legislation in the Netherlands). Til-

burg, R.-K. Jongensweeshuis, 1931. 2 vols., 88 and 166 p. (Opvoedkundige Brochurenreeks 62 en 65).

Two numbers of an Educational Brochure series. Vol. I covers educational rights before 1795 and the struggle for the free school from 1798 to 1848. Vol. II deals with the latter's struggle for existence, the granting of equal financial status to public and private education, and later developments up to 1930. Bibliography.

- 13 *The Netherlands solution of the educational question*, with a translation of the Netherlands Education Act of 1920. The Hague, R.-K. Centraal Bureau voor Onderwijs en Opvoeding. 339 p.

Sets forth the Catholic viewpoint on the school question, describes the circumstances in which Article 208 of the Constitution came into being, and gives the text of the Netherlands Education Act and an explanation of certain terms. This is followed by a survey of Netherlands State institutions and an annotated list of the various types of school and possibilities of transfer between them.

There are various editions of Netherlands educational legislation including:

- 14 *Nederlandse Staatswetten* (Netherlands State laws). Editie Schuurman en Jordans. Zwolle, W. E. J. Tjeenk Willink. *Kleuteronderwijswet* (Infant Education Act) (1956) nos. 131-131a; *Lageronderwijswet* (Primary Education Act) (1920) no. 7; *Nijverheidsonderwijswet* (Vocational Education Act) (1919) no. 97; *Middelbaar-onderwijswet* (Intermediate Education Act) (1863) no. 8; *Hoger-onderwijswet* (Higher Education Act) (1876) no. 9.
- 15 *Kweekschoolwet met Kweekschoolbesluit en andere uitvoeringsvoorschriften* (Teacher Training School Act, Teacher Training School Decree and implementation regulations), 2nd ed., Alphen a.d. Rijn, Samson, 1957. 360 p. With marginal notes and alphabetical index. Also a supplement of 23 p.

The basis of present day laws and draft legislation is freedom, which is regarded as paramount in all cases, the reason being that teaching should form an integral part of education, and that the education of children is by the very nature of things the right and duty of their parents. Proceeding from the relevant article of the Constitution, the second basic principle after freedom of education is that the authorities have the duty of laying down guiding lines for the development of education, so that the educational system as a whole is given the necessary coordination. These considerations are expressed in the following memoranda and draft laws:

- 16 *Onderwijsplan-Rutten* (Rutten education plan). 's-Gravenhage, Staatsdrukkerij, 1951. 54 p.

After an introduction pointing out the necessity of the scientifically based plan requested by the Second Chamber for educational provisions, guiding principles are outlined for a gradual reorganization of the educational system. The main lines of a plan of this kind are further described and explained.

- 17 *Tweede Onderwijsnota* (Second education memorandum). 's-Gravenhage, Staatsdrukkerij, 1955. 75 p. Memorandum issued by Minister Cals on the occasion of a report submitted by a committee of the Second Chamber concerning the Rutten memorandum [16]; includes further developments of that education plan. Describes clearly the government's task and the general policy. On the basis of that conception a structural plan is set forth. Unlike the Rutten memorandum, it deals with administrative questions also and examines the general trend of the educational system.

- 18 *Ontwerp van Wet tot regeling van het voortgezet onderwijs* (Draft Law for the Regulation of Continued Education) (29 October 1958). 's-Gravenhage, Staatsdrukkerij, 1958. 57 p.

Presents a complete set of provisions on the basis of the ideas set forth in the Second Education Memorandum, i.e., for education subsequent to primary education, with the exception of higher education [19]. The draft text includes provisions which are at present contained in half a dozen separate laws which originated and developed independently of one another.

- 19 *Ontwerp van Wet voor het wetenschappelijk onderwijs* (Draft Law on Higher Education) (30 Januari 1960) no. 2597.

An attempt is made, on the basis of a revision of a draft law already introduced, to bring about a renewal of the teaching of higher studies. Together with the Infant Education Act already promulgated (1956) and any amendments which may be made to the Primary Education and Continued Education Acts, this would complete the code of educational legislation.

- 20 *Literatuurdocumentatie Wetsontwerp wetenschappelijk onderwijs* (Documentary literature concerning the Draft Law on Higher Education). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1959- . Duplicated.

Special AC series [supplementing 8]. Loose cards detailing the reactions to revised Draft Law No. 2597.

- 21 *Literatuurdocumentatie Wetsontwerp voortgezet onderwijs* (Documentary literature concerning the Draft Law on Continued Education). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1959- . Duplicated stencils.

Special AA series [supplementing 8]. Index cards detailing the reactions to Draft Law no. 5350. Systematic index.

- 22 *Lijst van subsidieregelingen* (List of regulations governing subsidies for youth training and popular education). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960. Duplicated.

Surveys of the legislation situation since the end of the Second World War are to be found in:

- 23 GIELEN, Josephus Johannes. *Onderwijspolitiek en vernieuwing in Nederland na 1945* (Educational policy and renewal in the Netherlands after 1945). Heemstede, Katholiek Archief, 1959. Reprint, 36 p. Professor Gielen, a former Minister for Education, Arts and Science, stresses the political aspects of the subject and the development of education and legislation. He underlines also the relations between public and private education and describes the attempts to arrive at a complete system of education. With diagrams. Detailed bibliography.

- 24 VEGTING, W. G. 'Onderwijs' (Education). In: *Nederlands bestuursrecht II*, Alphen a.d. Rijn, Samsom, 1953. Chapter VI, p. 210-50.

This collection of articles on the various tasks of administration begins with an introductory historical survey followed by the text of the relevant articles of the Constitution and discusses the nature of government efforts on behalf of education and the division of responsibility between the municipality and the State. It goes on to deal with legislation concerning the various types of education, compulsory education and the Educational Council. Bibliographical list, reports and commentaries.

- 25 CALS, J. M. L. Th.; PETERS, K. I. L. M. *Jeugdwerk en volksontwikkeling* (Youth work and popular education). In: *Nederlands bestuursrecht II*, Alphen a.d. Rijn, Samsom, 1953. Chapter VII, p. 251-82.

After an introduction dealing with the development of government efforts and a survey of the field, measures taken in connexion with the various tasks of youth work and the co-ordination of government efforts in this sphere are discussed. Steps relating to cultural organizations for adults, provisions for reading, mass communication media and popular culture are also treated.

Up-to-date information on legislation, decrees, etc., is to be found in:

- 26 O. K. W. *Mededelingen* (Education, arts, sciences information bulletin), 1934- . 's-Gravenhage, Ministerie van Onderwijs, Kunsten en Wetenschappen. Weekly.

Contains details on laws, draft laws, Royal decrees, ordinances, appointments, resignations, vacancies, scholarships, description, composition and duties of official committees, reports of official speeches, exhibitions, etc., and a list of acquisitions by the Ministry library. With appendixes on jurisprudence, educational legislation, examination reports, etc.

- 27 *Wetgeving en bestuur* (Legislation and administration), 1956- . Quarterly. Supplement to O. K. W. *Mededelingen* [26].

A guide giving a chronological survey of laws, Royal decrees, ordinances and States-General proceedings in this field. In addition, there is a separate periodical survey of Ministry of Education draft legislation providing the status of its progress through the States-General.

The following is an official report:

- 28 *Het Onderwijs in Nederland* (Education in the Netherlands). Verslag van het Ministerie van Onderwijs, Kunsten en Wetenschappen. 's-Gravenhage, Staatsdrukkerij, 1842- . Annual.

Began with an edition for 1816-40. Statutory report of the Ministry of Education, Arts and Science on the state of education. The general section contains a survey of developments and major events. A special section includes reports by inspectors on the various branches of education.

Other official publications include:

- 29 *Bibliografie van in Nederland verschenen officiële en semi-officiële uitgaven* (Bibliography of official and semi-official publications appearing in the Netherlands), 1929- . Compiled by the Koninklijke Bibliotheek. 's-Gravenhage, Staatsdrukkerij. Annual.

Includes also cultural statistics and data on other official publications dealing with education. Title has varied.

- 30 *Lijst van officiële rapporten op het gebied van opvoeding en onderwijs* (List of official reports in the field of education and teaching), 1945-60. 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960. Duplicated.

Overseas territories

- 31 *Surinaams verslag* (Report on Surinam), 1950. 's-Gravenhage, Staatsdrukkerij, 1953. 274 p. I. Tekst van bestuur en staat van Suriname over het jaar 1949 (Text of the report on the administration and state of Surinam for the year 1949), 100 p. II. Statistisch jaaroverzicht 1949 (Annual statistical survey for 1949), 174 p. Part II is in Dutch and English. Both parts include a chapter on education.

- 32 *Verslag Nederlandse Antillen, 1953* (Netherlands Antilles Report, 1953). 's-Gravenhage, Staatsdrukkerij, 1955. I. Tekst van het verslag van bestuur en staat van de Nederlandse Antillen over het jaar 1952 (Text of the report on the administration and state of the Netherlands Antilles for the year 1952), 223 p. II. Statistisch jaaroverzicht 1952 (Annual statistical survey for 1952), 68 p. Part II is in Dutch and English.

Both parts include a chapter on education.

- 33 *Rapport inzake Nederlands-Nieuw Guinea over het jaar 1957* (Report on Netherlands New Guinea for 1957). Uitgebracht aan de Verenigde Naties ingevolge art. 73 E van het Handvest (Report to the United Nations in accordance with Article 73 E of

the Charter). 's-Gravenhage, Ministerie van Buitenlandse Zaken, 1958. 151 p. Illustrated. 45 appendixes.

Chapter IV (p. 128-49) deals with education.

Structure and organization

Infant education (children aged 4-7) is not compulsory, but even before the legislation of 1956 it had developed considerably. Of the nursery schools 82 per cent are privately run, as against only 68 per cent in the case of the primary (six-year) schools. Eight years of schooling are compulsory, but a choice is usually exercised at the age of 12. Only a small group proceeds to schools for continued primary education—a type which has been in existence for only a short time and which is intended for children who go out into the world as soon as they have completed their compulsory education. A very large group (35 per cent) goes on to advanced primary education, a form of lower secondary school with three or four classes. After primary school, approximately 40 per cent of the boys go to a lower technical school (two or three years, with division into various trade groups) or to an agricultural school. The advanced technical schools (three years) are intended for those who will occupy lower supervisory posts in industry, and the higher technical schools (four years) for those who will occupy intermediate supervisory posts. The agricultural and horticultural schools, which are run under the auspices of the Ministry of Agriculture, include lower and intermediate schools. Home economics and trade schools for girls include an intermediate level of advanced primary and trade schools.

The preparatory higher and secondary schools, which 15 per cent of the pupils elect to attend after their twelfth birthday, include the *gymnasium* (six-year course), with an A-section with emphasis on Latin and Greek, and a B-section, with emphasis on science. The *hogere burgerschool* (modern secondary school) which also provides a preparatory higher education (five- or six-year courses) has an A-section (arts and languages) and a B-section (science). The *lyceum* is a combination of the two previously mentioned types of school, with a common basic preparatory course lasting one or two years. The intermediate school for girls has a five-year course but, like the commercial day school which has a three- or four-year course, it does not qualify for sitting examinations for entrance to universities or high schools. Higher education is provided by six

universities and five other establishments of higher education.

Nursery school teachers and principals undergo a two- or three-year training course.

Teacher training courses cover a period of five years, divided into three teaching cycles, the second of which (after two years) is entirely devoted to professional training. The third cycle follows after the teacher's certificate has been obtained; only after taking it will a teacher be fully qualified and eligible for accepting appointment as school principal. Training teachers for secondary schools can be effected by study at a university or an establishment of equal rank (coupled with additional pedagogical training) or by study for a teaching certificate.

In-service training is usually effected through the organizations of the teachers concerned and is promoted by national teacher training centres which maintain close contact with university and other institutions engaged in educational research.

Selected books on education and teaching are:

- 34 SOUREN, C. J. M. H.; PELOSI, E. *Hedendaagse vraagstukken van opvoeding en onderwijs* (Contemporary problems of education and teaching), 2nd ed. Tilburg, Zwijsen, 1959. 108 p. (Pedagogische publikaties van de Katholieke Centrale voor Studie en Research ten behoeve van Opvoeding en Onderwijs, 1).

In addition to background material, deals with the main problems concerning the teaching environment, aspects of education and the structure of the educational system. A full bibliography covers the principal literature on the subject up to 1959.

- 35 *Nederlands boeken over opvoeding en onderwijs, 1945-1960* (Netherlands literature on education and teaching, 1945-1960). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960.

- 36 *Het Onderwijs in Nederland* (Education in the Netherlands). 's-Gravenhage, Ministerie van Onderwijs, Kunsten en Wetenschappen, Staatsdrukkerij, 1959. 90 p. Illus.

In addition to the provisions of the Constitution, contains a global survey of the Netherlands educational system, each branch being dealt with separately.

Educational studies and research

- 37 *Onderwijsresearch in Nederland* (Educational research in the Netherlands). Verslag conferentie te Utrecht, 17 maart 1958. Researchinstellingen en hun werkzaamheden (Report on the Utrecht Conference,

17 March 1958. Research institutions and their activities). Tilburg, Zwijzen, 1959. 71 p.

Includes not only a short report on the conference and two addresses on the meaning and role of educational research in the Netherlands but also a paper on the situation in educational research. Appended is a survey of research institutions and their activities (publications, etc.). Alphabetical index.

- 38 *Lijst van Nederlandse dissertaties op het gebied van opvoeding en onderwijs 1945-1960* (List of Netherlands theses on education and teaching). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960.

[See also 34.]

Textbooks and instructional materials

Publishers of educational literature are listed in

- 39 *Sijthoff's Adresboek voor de Nederlandse boekhandel* (Sijthoff's directory of the Netherlands book trade, including publishers of newspapers and periodicals, printers and all allied trades). Leiden, A. W. Sijthoff, 1855-. Annual.

Title varies. This directory, includes the addresses of publishers of educational literature, although not under a separate heading. It contains also addresses of publishers and wholesalers dealing with school textbooks and other teaching aids.

Publishers of teaching materials may be found in

- 40 *Nederlandse uitgevers van pedagogische literatuur en leermiddelen* (Netherlands publishers of educational literature and teaching materials). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960.

[See also 39.]

Education associations

The field of activities of the private education and teaching organizations in the Netherlands is very wide, owing to the fact that the Government's role in this connexion is clearly delimited by the Constitution. As far as both the legislative arrangements and the guiding principles of the reform policy [17] are concerned, the principle of freedom is paramount, inasmuch as teaching must be an integrated part of education and the education of children in the first place the right and duty of the parents.

The role of the private organizations is in line with government policy, which is based on freedom of

education, this in turn imposing considerable limits on government intervention in general. The authorities confine themselves to providing citizens with facilities to enable them to carry out their task. That freedom is guaranteed by law presupposes responsibility, however, and the organizations in question must be ready and able to perform their task properly.

By recognizing and supporting private initiative, government policy aims to speed up the creation of social bodies which could define the form of education within the new legal framework. By respecting the various denominational convictions, the Government plans to ensure a better adaptation to the varied requirements of the different social groups, to regional differences and to rapidly changing social conditions.

In denominational quarters there is a tendency to develop top level social organizations grouping educational bodies of similar outlook, for example: the Roman Catholic School Board unites most Catholic organizations which are concerned with education, i.e., not only the parents', school management and teachers' organizations but also the legal-administrative and educational advisory bodies, research institutions, etc. With the support of the Government, the youth organizations are coordinated in four youth councils of different denominational views, while most organizations are members of a federate liaison body—the Nederlandse Jeugd Gemeenschap. The Nederlands Cultureel Contact is a similar liaison body for popular education.

The various national bodies and top level social organizations study the problems of education, youth work and teaching, in committees and working groups which are particularly significant for renewing education policy. Nearly every organization has its own periodical, with the result that the Netherlands have a very extensive professional pedagogical press as well as an unusually wide range of general commercial education periodicals [see 41 and 44].

- 41 MINISTERIE VAN ONDERWIJS, KUNSTEN EN WETENSCHAPPEN. AFDELING DOCUMENTATIE. *Verenigingenboekje voor sociaal-pedagogisch en cultureel werk* (Handbook on organizations engaged in social, pedagogical and cultural work), 3rd ed. 's-Gravenhage, Staatsdrukkerij, 1960. 180 p.

Contains, in addition to a general section which includes a list of educational research institutions, a number of sections covering youth work, popular education, mass communication media, recreation, physical training and sport. For most organizations, not only the address and telephone

number but also their periodicals and other publications are listed. This handbook is completed by an alphabetical list of about 1,500 periodicals, a list of organizations and their initials, and an index.

- 42 *Pyttersen's Nederlandse almanak voor iederen* (Pyttersen's Dutch almanac for everyone). Zaltbommel, N. V. Van de Garde en Co., 1959. 787 p.
A handbook on subjects and persons connected with the Netherlands, Surinam, the Netherlands Antilles and Netherlands New Guinea. Includes the names, addresses and details concerning the objectives and administrative structure of a large number of associations, groups and institutions in many spheres of activity, including education, and lists of schools and other establishments in the field of education, art and science.
- 43 *Adreslijst van organisaties en instellingen op het gebied van het onderwijs* (Directory of organizations and institutions in the field of education). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960. Duplicated.

See also *An International directory of education associations* [International sources 2]. On p. 29-31 of that work more than 200 Dutch organizations are listed.

Educational journals

- 44 *Lijst van tijdschriften op het gebied van opvoeding en onderwijs* (Directory of periodicals in the field of education and teaching). 's-Gravenhage, Documentatiedienst, Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960. Duplicated.
Contains, as a supplement to the list given in the *Verenigenboekje* [41], a list of periodicals—mostly Dutch—dealing with education.

See also the list of 100 Dutch periodicals on p. 77-83 of *An International list of educational periodicals* [International sources 3].

Educational statistics

- 45 *Systematisch overzicht van de publikaties van het Centraal Bureau voor de Statistiek mei 1945-nov. 1953* (Systematic survey of publications by the Central Statistics Office, May 1945 to November 1953). Utrecht, Uitgeversmaatschappij W. de Haan. 27 p.
Idem jan. 1953-juni 1958 en supplement juli 1958-juni 1959.
The supplementary lists, which appear at regular intervals, cover all statistics published by the CSO, including those dealing with education, teaching and culture.
- 46 'Publikaties van het Centraal Bureau voor de Statistiek' (Publications of the Central Statistics Office), 1945-. In: *Statistisch Zakboek*, Zeist, Uitgeversmaatschappij W. de Haan.
Systematic survey of publications issued annually, in double column (Dutch and English) on all subjects. Section F on education and Section G on adult education and recreation list all the CSO statistics in this field up to 1957 (42 issues).

Education biography

For sources containing biographical data on teachers, see encyclopaedias above [2 and 4].

Education libraries and museums

- 47 *Bibliotheek- en documentatiegids voor Nederland* (Netherlands library and documentation handbook). 's-Gravenhage, NIDER, 1957. 246 p.
A handbook designed not as a complete inventory of all libraries but as a practical guide to the main ones. The names, categories, year of foundation, addresses, branches, conditions of admission, and periodical and book stocks of 1,127 libraries are given with particulars of relevant documentation.
- 48 *Lijst van bibliotheken met pedagogische literatuur* (List of libraries containing pedagogical literature). 's-Gravenhage, Documentatiedienst van het Ministerie van Onderwijs, Kunsten en Wetenschappen, 1960. Duplicated.

While there is no fully developed national centre for educational documentation and information, certain institutions provide partial services of this nature. The following may be noted:

- 1 **GENERAL ASSEMBLY LIBRARY**
Parliament Buildings, Wellington.
The national depositary library for all books in New Zealand.
- 2 **THE NATIONAL LIBRARY CENTRE**
National Library Service, Wellington.
This division of the National Library Service undertakes various bibliographical projects such as the maintenance of the union catalogue on non-fiction books, the *Union list of serials* [12], and a national bibliography of New Zealand publications [5]. It also tries to ensure that through a national system of inter-library loan, at least one copy of every important book published in English is available anywhere in New Zealand. While not specifically concerned with educational documentation, the National Library Centre provides the most comprehensive service available.
- 3 **NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH**
22 Brandon Street, Wellington, C.1.
Maintains a small library and provides an information service on educational matters, more particularly relating to research. The council also publishes NZCER Educational Research series and NZCER Studies in Education. The chief publications of the council relating to the current educational system have been listed under appropriate headings.

The New Zealand Department of Education's library provides a full service, mainly for officers of the Department, on all aspects of education—including information about education in other countries.

Reference works

- 4 **HARRIS, John.** *Guide to New Zealand reference material and other sources of information*, 2nd ed. Dunedin, New Zealand Library Association, 1950. 114 p.
———. *Supplement no. 1 (to June 1951)*, compiled by A. G. Bagnall, National Library Centre, Wellington. Dunedin, New Zealand Library Association, 1951. 29 p.
- 5 **Index to New Zealand periodicals and current national bibliography**, 1940- . Wellington, National Library Service. Annual.
Cumulative edition 1958-60. A subject index of articles in periodicals and of books and pamphlets; published 1940-55 by the New Zealand Library Association.
- 6 **JENKINS, David Lloyd, comp.** *Union list of theses of the University of New Zealand, 1910-1954*. Wellington, 1956. 281 p. Mimeographed.

- 7 *New Zealand official year-book*, 1892- . Wellington, Department of Statistics.
Each volume contains a section on education.
- 8 **REDMOND, Mary (Mules); BUTCHERS, A. G.** *A bibliography of New Zealand education*, 2nd ed. revised by H. C. McQueen. Wellington, 1947. 111 p. (NZCER Educational Research series 29).
- 9 **PARKYN, George William.** 'Educational research in countries other than the U.S.A.' In: *Review of educational research* (Washington), vol. 27, February 1957, p. 20-6.
Chapter 1, section B: New Zealand.
- 10 **ROTH, Herbert.** *A bibliography of New Zealand education*. Wellington. (NZCER Educational Research series, 40).
To be published in 1962.
- 11 **SCHOEN, Grace Marian.** *A list of references on New Zealand social services*. Wellington, 1960. 43 p. (N.Z. Library School. Bibliographical series, 1).
- 12 *Union list of serials in New Zealand libraries*. Wellington, National Library Service, 1953. 667 p.
With cumulative supplements: 6th, 1958; 8th, 1961. Lists all periodical journals held by New Zealand libraries.

Legislative and policy documentation

The State education system was established and is maintained under the authority of parliamentary legislation. Almost all the required finance is provided by parliament through annual appropriations.

Acts of Parliament relative to education follow [13-30]:

- 13 *Education Act, 1914; and Amendment 1915-47. N 1, 1948.*
An act making provision for education in New Zealand.
- 14 *Education Amendment Act, 1948. 1948, no. 68.*
An amendment providing for the establishment of primary teachers' appeal boards and other miscellaneous provisions.
- 15 *Education Amendment Act, 1949. 1949, no. 17.*
Miscellaneous provisions relating to education boards and school committees.
- 16 *Education Amendment Act 1950. 1950, no. 77.*
Miscellaneous provisions.
- 17 *Education Amendment Act 1952. 1952, no. 39.*
An amendment relating to the constitution of education districts and education boards and prescribing the manner in which groups of State secondary schools may be controlled.

- 18 *Education Amendment Act 1954. 1954, no. 56.*
Miscellaneous provisions.

- 19 *Education Amendment Act 1955. 1955, no. 87.*
An amendment providing for the establishment of appointments committees (on which the primary teachers' organization is represented) for the purpose of making recommendations for the appointment of teachers to positions in the State primary teaching service. The amendment also provides for the establishment of a Central Advisory Committee which has the deciding voice where the appointing authority disagrees with the recommendations of an appointments committee on an appointment, and, *inter alia*, reports to the Director of Education on the operation of the system under which primary teachers are appointed and transferred and their work as teachers is assessed. This committee also includes teacher representation.

- 20 *Education Amendment Act, 1957. 1957, no. 101.*
The amendment provides, *inter alia*, for the election of school committees for Maori schools and prescribes the powers and duties of these committees. Its general effect is to give school committees of Maori schools the same powers in the day-to-day management of their schools as those possessed by school committees of public schools under education boards.

- 21 *Education Amendment Act, 1958. 1958, no. 54.*
Miscellaneous provisions.

- 22 *Education Amendment Act, 1959. 1959, no. 23.*
Miscellaneous provisions.

- 23 *Education Amendment Act, 1960. 1960, no. 56.*
Miscellaneous provisions.

The six acts for the individual universities and the university colleges of agriculture are substantially a re-enactment and consolidation of previous legislation but, in addition to giving the universities power to confer their own degrees, they provide for the reconstitution of the governing councils. They also make provision for a new relationship between Massey College and the Victoria University of Wellington and between Lincoln College and the University of Canterbury—which becomes necessary on the dissolution of the University of New Zealand.

- 24 *University of Otago Amendment Act, 1961.*
25 *University of Auckland Act, 1961.*
26 *University of Canterbury Act, 1961.*
27 *Victoria University of Wellington Act, 1961.*
28 *Lincoln College Act, 1961.*
29 *Massey College Act, 1961.*
30 *Universities Act, 1961.*

Provides for the dissolution of the University of New Zealand and the transfer of some of its functions, including the power to confer degrees and diplomas, to the individual universities,

most of its remaining functions being vested in the University Grants Committee. The Act re-enacts with minor modifications the provisions of the University Grants Committee Act 1960, and also provides for a new Universities Entrance Board to maintain a common educational standard for admission to the universities. It contains provisions for the continuation of a Curriculum Committee to co-ordinate the development of courses for degrees and diplomas. The committee's main purpose will be to maintain reasonable parity of academic standards and to safeguard the interests of students transferring from one university to another. Other clauses enable the University Grants Committee to award scholarships and distribute the government grant for research.

The remaining items in this section are regulations of the Department of Education:

- 31 *The education boards' employment regulations 1958, S.R. 1958/106; Amendment no. 1, S.R. 1959/112; Amendment no. 2, S.R. 1960/50; Amendment no. 3, S.R. 1961/30.*

Regulations prescribing salaries and general conditions of employment of officers employed by education boards.

- 32 *The education boards' grants regulations 1959, S.R. 1959/198; Amendment no. 1, S.R. 1961/1.*

Prescribe the manner of expenditure of grants made by the Central Government to local authorities in the field of State primary education.

- 33 *The education (assessment classification and appointment) regulations, 1957, S.R. 1957/5; Amendment no. 1, S.R. 1959/199.*

Prescribe the manner in which teachers in the State teaching service are to be assessed and classified in relation to each other and the manner in which appointments are to be made to positions in the State teaching service.

- 34 *The education (post-primary instruction) regulations 1954, S.R. 1954/120; Amendment no. 1, S.R. 1959/132; Amendment no. 2, S.R. 1961/106.*

Prescribe courses of instruction to be given in secondary schools and set out the requirement for the award of the School Certificate and the Higher School Certificate.

- 35 *The education (salaries and staffing) regulations 1957, S.R. 1957/119; Amendment no. 1, S.R. 1960/112; Amendment no. 2, S.R. 1961/54.*

Prescribing the manner in which State schools are to be staffed and the salaries and conditions of employment for teachers employed in those schools.

- 36 *The education (school attendance) regulations 1951, S.R. 1951/181; Amendment no. 1, S.R. 1954/63.*

Regulations relating to the attendance of school pupils and the manner in which their attendance is to be recorded.

- 37 *The educational bursaries regulations 1957, S.R. 1957/37; Amendment no. 1, S.R. 1958/116.*

Prescribing the conditions for the award of bursaries for higher education and for the tenure of the bursaries.

- 38 *Examination and certification of teachers' regulations 1961, S.R. 1961/97.*
Setting out conditions relating to the examination and certification of teachers.
- 39 'Intermediate schools and departments regulations'.
In: *New Zealand gazette*, 1932, vol. III, p. 2773; 1933, vol. II, p. 1643; 1934, vol. II, p. 1448. S.R. 1939/246; S.R. 1949/190; S.R. 1951/271.
Providing for the enrolment of pupils at intermediate schools and for the control and management of those schools.
- 40 *Kindergarten regulations 1959, S.R. 1959/200; Amendment no. 1, S.R. 1960/173.*
Providing for the conduct and staffing of free kindergartens recognized by the Minister of Education, for the training and payment of kindergarten teachers and for the provision of grants-in-aid by the Central Government for the running of recognized free kindergartens.
- 41 'Manual and technical instruction regulations'. In: *New Zealand gazette* 1925, vol. III, p. 3245; 1927, vol. II, p. 2743; 1931, vol. I, p. 1046; 1932, vol. III, p. 2781; 1934, vol. I, p. 1452. S.R. 1936/71; S.R. 1945/58; S.R. 1945/59.
Regulations relating to the control and management of technical schools.
- 42 *The Maori schools regulations, 1959, S.R. 1959/123.*
Relating to the control and management of Maori schools and for the award of scholarships to Maori pupils for secondary or higher education.
- 43 'Organisation, examination and inspection of public schools and syllabus of instruction.' In: *New Zealand gazette* 1929, vol. III, p. 2647. S.R. 1937/274; S.R. 1941/189.
Relating to the manner in which State schools are to be organized and inspected.
- 44 *The post primary school grants regulations, 1960, S.R. 1960/58.*
Prescribing the manner of expenditure of grants made by the Central Government to local authorities in the field of State secondary education.
- 45 *The secondary schools bursaries regulations 1943, S.R. 1943/203; Amendment no. 1, S.R. 1944/52; Amendment no. 2, S.R. 1954/250.*
Relating to the award and tenure of bursaries assisting pupils to attend secondary schools providing courses of instruction not available at their local secondary school.
- 46 *Teachers' leave of absence regulations 1951, S.R. 1951/128; Amendment no. 1, S.R. 1957/42; Amendment no. 2, S.R. 1958/173.*
Prescribing the conditions under which teachers in the State teaching service may be granted leave with or without pay.
- 47 *Teachers' training college regulations 1959, S.R. 1959/131; Amendment no. 1, S.R. 1960/174.*
Providing for the control and organization of teacher training colleges, for the admission of students, and for courses for students at these colleges.

Administration of the educational system

The Department of Education, a Department of State under the control of the Minister of Education, is charged with the administration of the Education Act 1914 [13] and the amendments and regulations made under the Act. All expenditure on public primary and post-primary education, except for a very small amount of endowment income, is from funds provided by the Central Government through the Department. The amounts of the grants to the local boards for maintenance of buildings, administrative expenses, and the like are, in general, determined by regulations. In the case of grants for the salaries of teachers, these are determined in part by the regulations and in part by orders under the Government Service Tribunal Act 1948.

The Department is responsible for the inspection of all State schools and of registered private schools, and for the assessment and classification of teachers in public schools; it employs a staff of inspectors for the purpose. Teachers in Maori schools and in the correspondence schools are under its direct control but those in ordinary primary and post-primary schools are employees of the local authorities. The Department controls also the Child Welfare Division and the Vocational Guidance Service. In addition to the teachers and officers just mentioned, and to its administrative and clerical staff, it employs groups of specialist officers concerned with physical education, art and crafts, school publications, special and remedial education, and the like. Through its inspectors and professional officers the Department offers teachers help and guidance on all problems.

The 10 regional education boards in New Zealand are responsible, in accordance with the legislation referred to above, for the establishment, control, and management of public primary schools within their districts, including the provision of school buildings and other services. They are also responsible for the establishment and operation of district high schools, which are public primary schools with secondary departments attached, and for the management and control of teacher training colleges, together with the selection of students for entry to these colleges. Board members are elected by the school committees of the public primary schools within their education district. The funds of education boards are derived from grants distributed by the Department of Education.

School committees are responsible, subject to the general direction of the education board of the district, for the day-to-day management of the build-

ings and grounds of the public primary schools. The committees derive their funds from moneys granted by the education boards for their general expenses and for any special purposes, and from donations and other moneys raised voluntarily in the community for the purpose of providing extra school amenities. Funds raised in this latter way are generally subsidized by the State. The committees are elected by householders of the school district concerned.

State post-primary schools (which may be secondary schools, technical schools or combined secondary and technical schools) are, either individually or in groups, under the management and control of boards set up for the purpose in accordance with the legislation referred to above. In general, the boards are composed of members elected by parents, by the education boards and by local authorities and organizations having an interest in the work of the school. The general trend is for a greater proportion of parent representation. The choice of constitution is largely determined by the wishes of the local community. The funds required for the establishment, control, and management of these schools are derived from grants distributed by the Department of Education. The State also subsidizes funds raised in the local community for extra amenities for the school.

As general references the following may be consulted:

- 48 ASHBRIDGE, George Richard. *Teachers' legal and service handbook*, 6th ed. Wellington, 1959. 343 p.
- 49 BEEBY, Clarence Edward. 'Growth of school population'. In: Department of Education, *Annual report, E-1, 1954*, p. 7-11.
- 50 —. 'Provision of new school buildings'. In: Department of Education, *Annual report, E-1, 1955*, p. 15-24.
- 51 DEPARTMENT OF EDUCATION. *Annual report, H-1, 1878; H-2, 1879 (Sess. I); H-1A, 1880; etc. E-1, 1881-*. Wellington, Government Printer.
Included in the Appendix to the journals of the House of Representatives. From the 1953 issue, published in 1954, a single E-1 report covering the whole system of education, with many statistics and the addition of selected current topics, has been published by the Minister of Education. It incorporates essential information from these earlier reports: E-1 (a general report by the Minister of the progress and condition of public education); E-2, primary and post-primary education; E-3, education of Maori children; and E-7, higher education. The separate reports are preserved in the Department's archives. While E-1 contains brief references to some of the subjects in E-4, the latter, report on *Child welfare, state care of children,*

special schools, and infant-life protection, issued since 1909, still appears separately.

- 52 EWING, John Lithgow. 'New Zealand schools could use more administrative freedom'. In: *Nation's schools* (Chicago), vol. 53, March 1954, p. 78.
- 53 HANS, Nicholas Adolph. 'Comparative study of administrative problems in England and four dominions'. In: *Year book of education* (London), 1940, p. 400-21.
- 54 PARKYN, George William, ed. *The administration of education in New Zealand*. Wellington, N.Z. Institute of Public Administration, 1954. 121 p.
Contents: Introduction, by G. W. Parkyn; Educating a democracy, by H. E. Field; The control of primary schools, by A. E. Campbell; The post-primary system, by H. Henderson; Adult education, by P. Martin Smith; The university, by G. A. Currie; Some fundamental problems of democratic administration, by G. W. Parkyn.

On pre-primary education, consult:

- 55 WELLINGTON FREE KINDERGARTEN ASSOCIATION. *Report and balance-sheet*. Wellington, 1912- .

The following [56-77] refer to primary education:

- 56 AUCKLAND EDUCATION BOARD. *Annual report, 1872-*. Auckland.
Also in A. & P., Auckland, A-2, sess. 29, 1873-74; A-6, sess. 30, 1875.
- 57 BALL, Douglas George; CAMPBELL, A. E. 'Changing role of the inspectorate; a New Zealand view'. In: *New era in home and school* (London), vol. 36, November 1955, p. 189-92.
- 58 BEEBY, Clarence Edward. 'Administration of the schools'. In: Department of Education, *Annual report, E-1, 1957*, p. 5-19.
- 59 —. 'Appointment and promotion of primary teachers'. In: Department of Education, *Annual report, E-1, 1955*, p. 11-14.
- 60 —. 'Grading and appointment of primary teachers'. In: Department of Education, *Annual report, E-1, 1954*, p. 11-15.
- 61 CANTERBURY EDUCATION BOARD. *Annual report, 1864-75, 1878-*. Christchurch.
- 62 CUMMING, Ian. *Glorious enterprise: the history of the Auckland Education Board, 1857-1957*. Christchurch, Whitcombe & Tombs, 1959. 758 p.
- 63 DEPARTMENT OF EDUCATION. *Buildings code for public primary schools*. Wellington, 1951. 18 p.

- 64 DEPARTMENT OF EDUCATION. *Handbook for school committees*. Wellington, 1950. 48 p.
- 65 ——. *Scheme for the appointment and promotion of teachers*. Wellington, 1954. 16 p. Supplement to *National education* (Wellington), October 1954.
- 66 ——. CONSULTATIVE COMMITTEE ON THE APPOINTMENT AND PROMOTION OF TEACHERS. *Report*. Wellington, 1952. 20 p. Supplement to *National Education* (Wellington), July 1952.
- 67 HAWKE'S BAY EDUCATION BOARD. *Annual report*, 1878- . Napier.
- 68 KARIEL, Herbert G. 'Merit rating in New Zealand'. In: *National Education Association journal* (Washington), vol. 46, October 1957, p. 473-4.
- 69 McNAUGHTON, Anthony H. 'How New Zealand merit rates its teachers'. In: *School executive* (New York), vol. 77, September 1957. p. 102-4.
- 70 MILLER, James McKerrow. *The Otago Education Board, 1856-1956: a brief history*. Dunedin, Otago Education Board, 1957. 109 p.
- 71 NELSON EDUCATION BOARD. *Annual report*, 1856- . Nelson.
Also in V. & P., Nelson, A-1, sess. 4, 1857.
- 72 OTAGO EDUCATION BOARD. *Annual report*, 1856- . Dunedin.
- 73 SOUTH AUCKLAND EDUCATION BOARD. *Annual report*, 1953- . Hamilton.
- 74 SOUTHLAND EDUCATION BOARD. *Annual report*, 1867- . Invercargill.
- 75 TARANAKI EDUCATION BOARD. *Annual report*, 1876- . New Plymouth.
- 76 WANGANUI EDUCATION BOARD. *Annual report*, 1878- . Wanganui.
- 77 WELLINGTON EDUCATION BOARD. *Annual report*, 1871- . Wellington.
Also in A. & P., Wellington, F-13, sess. 24, 1873; F-9, sess. 27, 1874.

Post-primary education is dealt with in:

- 78 CAMPBELL, Arnold Everitt. *The control of post-primary schools, a report on an enquiry made in the Auckland district*. Wellington, 1948. 59 p. (NZCER Studies in education, 11).
- 79 COMMISSION ON EDUCATION IN NEW ZEALAND. *Interim report on post-primary staffing and recruitment*. Wellington, Government Printer, 1960. 90 p.

- 80 DEPARTMENT OF EDUCATION. 'Standard scheme of control for secondary schools' 1961. In: *New Zealand gazette*, no. 37, 8 June 1961, p. 820ff.

It should be noted also that from 1932 to 1952 the Department of Education published separate reports on primary and secondary education as E-2 of its *Annual report* [51].

For higher education, teacher training and adult education see:

- 81 NATIONAL COUNCIL OF ADULT EDUCATION. *Annual report*, 1948/49- . Wellington.
- 82 NEW ZEALAND TRADES CERTIFICATION BOARD. *Annual report*, 1949/50- . Wellington.
- 83 NEW ZEALAND UNIVERSITY. *Minutes of the Senate, Academic Board and Entrance Board*, 1871- . Wellington.
- 84 UNIVERSITY GRANTS COMMITTEE. *Report*. E-3, 1961.
- 85 SMITH, Sir David Stanley. *Outline of university administration in New Zealand: questions regarding its development*. Christchurch, 1952. 34 p.

Reports on the training of teachers have been included in the *Annual reports* of the Department of Education [51] in E-1E, 1904; E-1C, 1905-08, and E-2, 1932-52. This material may now be found in the consolidated E-1 issued from 1954.

Special education is the subject of DEPARTMENT OF EDUCATION. CHILD WELFARE DIVISION. *Child welfare, state care of children, special schools, and infant-life protection*. [51].

Structure and organization

General works on this subject include:

- 86 CAMPBELL, Arnold Everitt; PARKYN, G. W. *Compulsory education in New Zealand*. Paris, Unesco, 1952. 130 p. (Studies on compulsory education, 10).
- 87 DEPARTMENT OF EDUCATION. *Handbook*. Wellington, 1955. 30 p.
- 88 EWING, John Lithgow. *Behind the classroom*. Wellington, School Publications Division, 1949. 24 p. (Post-primary bulletin).

- 89 MA'AI'I, Fanaafi. 'Education in New Zealand's Pacific dependencies'. In: *Overseas education* (London), vol. 29, July 1957, p. 54-9.
- 90 MASON, Henry Greathead Rex. *Education today and tomorrow*, 2nd ed. Wellington, Government Printer, 1945. 99 p.
- 91 MITCHELL, Frank Wyndham. 'Post-war development in New Zealand education'. In: *Educand* (Perth), vol. 3, November 1958, p. 143-54.
- 92 WATSON, John Elliott. 'Schooling in New Zealand'. In: *New Zealand junior encyclopedia*. Wellington, 1960. Vol. 3, p. 927-33.
- 93 WOOD, Frederick Lloyd Whitfield. *Understanding New Zealand*, 3rd ed. Hamilton, 1958. 272 p. Chapter IX, Education.

Pre-primary education is the subject of:

- 94 CONSULTATIVE COMMITTEE ON PRE-SCHOOL EDUCATION. *Pre-school education: report*. Wellington, 1947. 48 p.
- 95 NEW ZEALAND FREE KINDERGARTEN UNION. *Kindergarten handbook*, rev. ed. Rotorua, 1961. 34 p.
- 96 SOMERSET, Gwendolen Lucy. *I play and I grow: the nursery play centre*, 3rd ed. Wellington, Federation of Nursery Play Centres' Associations, 1955. 35 p.
- 97 ——. *Play and how to provide for it*. Wellington, Wellington Nursery Play Centres' Association, 1958. 26 p.
- 98 ——. *The voluntary assistant, or the mother helper*. Wellington, Wellington Nursery Play Centres' Association, 1958. 14 p.
- 99 WELLINGTON NURSERY PLAY CENTRES' ASSOCIATION. *How a nursery play centre works*. Wellington, 1945. 12 p.

For primary and intermediate education, see various articles in New Zealand periodicals listed in the *Index to New Zealand periodicals* [5] and also:

- 100 FORSYTH, David. 'The intermediate school system of New Zealand'. In: Mallinson, V., ed. *The adolescent at school*. London, William Heineman, 1949. p. 78-84.
- 101 PENGELLY, Richard J. *Organisation in the junior class of a two-teacher school*. Wellington, 1955. 16 p. Bibl. Supplement to *National education* (Wellington), February, 1955.

The following works [102-111] deal with post-primary education:

- 102 BEEBY, Clarence Edward. 'New Zealand: an example of secondary education without selection'. In: *International review of education* (The Hague), vol. 2, 1956, p. 396-409.
- 103 ——. 'The Post-primary curriculum'. In: Department of Education. *Annual report, E-1*. 1958, p. 5-19.
- 104 BULL, Mervyn Ansley. *The qualifications and supply of mathematics teachers*. Wellington, 1960. 73 p. (NZCER Studies in education, 18).
- 105 HENDERSON, Hubert. 'Secondary education for all: New Zealand, Maoris'. In: *Year book of education* (London), 1956. p. 263-8.
- 106 JACOBY, Eduard Georg. 'The new post-primary education in New Zealand and its social implications'. In: World Congress of Sociology, Third, Amsterdam, 1956. *Transactions*. London, 1956. Vol. 5, p. 28-34.
- 107 MEIKLE, Phoebe Churchill. *School and nation: post-primary education since the war*. Wellington, New Zealand Council for Educational Research, 1961. 38 p.
Reprinted with additions from *Landfall*, September 1960.
- 108 MURDOCH, John Hilton. *The high schools of New Zealand: a critical survey*. Wellington, 1943. 464 p. (NZCER Educational Research series, 19).
- 109 PARKYN, George William. 'Secondary education in transition: New Zealand scene'. In: *Educational leadership* (Washington), vol. 6, March 1949, p. 374-80.
- 110 THOM, Alan Henry. *The district high schools of New Zealand*. Wellington, 1959. 139 p. (NZCER Education Research series, 31).
- 111 THOMPSON, Richard Hubert Thurlow. 'Co-education: a survey of parental opinion'. In: *Australian journal of psychology* (Sydney), vol. 9, March 1957, p. 58-68.

See also *Education and liberty* . . . [U.S.A. 90].

For higher education, consult:

- 112 BEEBY, Clarence Edward. 'Accrediting'. In: Department of Education, *Annual report, E-1*, 1954, p. 15-18.

- 113 BEEBY, Clarence Edward. 'Some problems of the university'. In: Department of Education. *Annual report, E-1*, 1959, p. 5-17.
- 114 CANTERBURY AGRICULTURAL COLLEGE. *Calendar*. Christchurch.
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- 291 MITCHELL, Frank Wyndham, 'A study of 90 cases of delinquency'. In: *Australian journal of psychology* (Melbourne), vol. 8, June 1956, p. 47-60.
- 292 MULLIGAN, David Glenn. *Maori adolescence in Rakau: a thematic apperception test study*. Wellington, 1957. 127 p. (Victoria University. Publications in Psychology, no. 8).
- 293 NEW ZEALAND EDUCATIONAL INSTITUTE. *Emotional maladjustment in New Zealand school children*. Wellington, 1950. 7 p.
- 294 PARKYN, George William. *Children of high intelligence: a New Zealand study*. Wellington, 1948. 288 p. (NZCER Educational Research series, 30). Reprinted 1953.
- 295 PARLIAMENT. HOUSE OF REPRESENTATIVES. JUVENILE DELINQUENCY COMMITTEE. *Report* (Chairman: R. M. Algie). In: *Appendix to the journals of the House of Representatives*, 1955, p. 1-15.
- 296 PRESBYTERIAN CHURCH OF NEW ZEALAND. SOCIAL SERVICE COMMITTEE. *Report on maladjusted and anti-social youth*. Christchurch, 1959. 28 p.
- 297 RITCHIE, James Ernest. *Basic personality in Rakau*. Wellington, Presbyterian Bookroom, 1956. 187 p. (Victoria University. Publications in Psychology, no. 8).
- 298 SCOTT, Walter James. *Reading, film and radio tastes of high school boys and girls*. Wellington, 1947. 208 p. (NZCER Educational Research series, 28).
- 299 SPECIAL COMMITTEE ON MORAL DELINQUENCY IN CHILDREN AND ADOLESCENTS. *Report* (Chairman: O. C. Mazengarb). In: *Appendix to the journals of the House of Representatives*, H-47, 1954. 78 p.
- 300 WHITE, Dorothy Mary. *Books before five*. Wellington, 1954. 196 p. (NZCER Educational Research series, 35).
- For educational sociology, see:
- 301 CONGALTON, Athol Alexander. *Social class consciousness in adolescents*. Wellington, 1952. 107 p. (Victoria University. Publications in Psychology, no. 3). Mimeographed.
- 302 —. 'Social grading of occupations in New Zealand'. In: *British journal of sociology* (London), vol. 4, March 1953, p. 45-59.
- 303 —; HAVIGHURST, R. J. 'Status ranking of occupations in New Zealand'. In: *Australian journal of psychology* (Melbourne), vol. 6, June 1954, p. 10-15.
- 304 CROWTHER, Dorothy May, ed. *Street society in Christchurch*. Christchurch, Department of Psychology, Canterbury University College, 1956. 41 p.
- 305 PARKYN, George William. 'New Zealand, education and morality'. In: *Year book of education* (London), 1951, p. 412-24.
- 306 SUTTON-SMITH, Brian. 'The forte of English traditional games in New Zealand'. In: *Western folklore* (Berkeley), vol. 11, 1952, p. 250-3.
- 307 —. *The games of New Zealand children*. Berkeley, 1959. 193 p. (University of California. Folklore Studies, 12).
- 308 —. 'The games rhymes of New Zealand children'. In: *Western folklore* (Berkeley), vol. 12, 1953, p. 14-24.
- 309 —. 'Traditional games of New Zealand children'. In: *Folklore* (London), vol. 64, September 1953, p. 411-23.

Textbooks and instructional materials

While the New Zealand Government provides the schools with annual financial grants for the purchase of the textbooks that they need, it leaves them free, within broad limits, to choose for themselves the books they wish to use from the commercially produced texts available. These books are mainly produced in Great Britain or in New Zealand.

In addition, the School Publications Branch of the Department of Education has prepared and published primary school textbooks in various subjects; a particular series of textbooks, or handbook of suggestions for teachers, is begun or discontinued as the need arises. The branch also publishes a wide

range of supplementary materials in its *School journal* and its series of bulletins for children. These are distributed free to schools. The activities of the School Publications Branch are described in the following references:

- 310 BEAGLEHOLE, John Cawte. 'Small bouquet for the Education Department'. In: *Year book of the arts in New Zealand* (Wellington), vol. 7, 1951, p. 122-9.
- 311 HALLENAN, H. M. 'New Zealand School Publications Branch'. In: *Educational magazine* (Melbourne), vol. 15, October 1958, p. 410-15.
- 312 HATTAWAY, Patricia Mary. 'The New Zealand School Publications Branch'. In: *Year book of education 1960* (London), p. 517-28.
- 313 WELLS, Peter Charles Ralph. *The New Zealand School Publications Branch*. Paris, Unesco, 1957. 46 p. (Educational Studies and Documents, no. 25).

Education associations

This section deals with voluntary associations, and does not include statutory bodies whose constitution and duties are prescribed by law as part of the education system. The many different voluntary education associations operating at the national level may be grouped for convenience in the following way: (a) associations of people engaged in the administration of the State system of education by serving on statutory bodies; (b) associations providing and controlling educational facilities that are not part of the State system even though some financial aid may be granted them by the State; (c) associations of teachers belonging to different kinds of educational institutions; (d) associations to promote special aspects of education.

Administrative

Much of the control and administration of the State schools of New Zealand are carried out gratuitously by elected local bodies. These bodies form national associations for the purpose of formulating a common policy on many of their problems.

- 314 DOMINION FEDERATION OF SCHOOL COMMITTEE ASSOCIATIONS
Secretary, 502 Hereford Street, Christchurch.
Publishes an annual report.

The three following associations publish reports:

- 315 NEW ZEALAND EDUCATION BOARDS' ASSOCIATION
Secretary, PO Box 546, Wanganui.
- 316 NEW ZEALAND SECONDARY SCHOOL BOARDS' ASSOCIATION
Secretary, PO Box 1689, Wellington.
- 317 TECHNICAL EDUCATION ASSOCIATION OF NEW ZEALAND
Secretary, 20 Heywood Crescent, Epsom, Auckland.

Independent controlling bodies

These are voluntary national associations of bodies which both provide and control educational services that are not part of the State system of education itself. The three listed below publish reports:

- 318 NEW ZEALAND FEDERATION OF KINDERGARTEN UNIONS
Secretary, PO Box 195, Rotorua.
- 319 NEW ZEALAND FEDERATION OF NURSERY PLAY CENTRES' ASSOCIATIONS
Secretary, 133 Seatoun Heights Road, Wellington.
Publishes *Nursery play centres journal*.
- 320 WORKERS' EDUCATIONAL ASSOCIATION
Secretary, 118 Lambton Quay, Wellington.

Associations of teachers

Listed here are the main national teachers' associations only. There are, as well, many smaller associations serving special interests within the main group of teachers, such as the Men Teachers' Guild, the Women Teachers' Association, and the associations for the teachers of special subjects.

- 321 ASSOCIATION OF HEADS OF INDEPENDENT SCHOOLS OF NEW ZEALAND
Secretary, Xavier College, Christchurch.
- 322 ASSOCIATION OF UNIVERSITY TEACHERS OF NEW ZEALAND
Secretary, Victoria University of Wellington, PO Box 196, Wellington.
- 323 NEW ZEALAND EDUCATIONAL INSTITUTE
Secretary, PO Box 466, Wellington.
Most members are primary teachers. Publishes *National education*.

- 324 NEW ZEALAND POST-PRIMARY TEACHERS' ASSOCIATION

Secretary, PO Box 2119, Wellington.

Publishes *Post-primary teachers' journal*.

- 325 NEW ZEALAND TEACHERS COLLEGES ASSOCIATION
Secretary, Wellington Teachers College, Wellington.

Associations concerned with special aspects of education

The National Council of the New Zealand Home and School and Parent-Teacher Federation, publisher of a journal [327] and a handbook, and the New Zealand Council for Christian education, which publishes textbooks, may be found in *Teachers' associations* . . . [International sources 2], which with *An international directory of education associations* [International sources 2] includes information on various New Zealand educational associations not mentioned here.

Educational journals

For periodical lists and indexes, see *Index to New Zealand periodicals and current national bibliography* [5] and *Union list of serials in New Zealand libraries* [12].

Education periodicals are noted in the *International list of educational periodicals* [International sources 3]. To these may be added:

- 326 *Journal of inspectors of schools of Australia and New Zealand*, 1950- . Sydney, Department of Education. Irregular.
- 327 *New Zealand parent and child*, 1952- . Wellington, Council of New Zealand Home and School and Parent-Teacher Federation. Bi-monthly.
- 328 *New Zealand university journal*, 1953- . Auckland, Association of University Teachers. Bi-annual.

Educational statistics

The major recurring sources of educational statistics are to be found in the *Annual reports* of the Department of Education [51], items in the last

section of *E-1*; and in the *New Zealand official year-book* [7], item in section 2.

See also:

- 329 DEPARTMENT OF EDUCATION. *New Zealand university enrolment: projections to 1975*. Wellington, 1957. 6 p.
- 330 ——. *School enrolment projections for the years 1959-72* . . . *E-2*, 1959.
- 331 ——. *School population estimates for the years 1950-60* . . . *J-5*, 1950.
- 332 JACOBY, Eduard Georg. *Methods of school enrolment projections*. Paris, Unesco, 1959. 43 p. (Educational Studies and Documents, 32).

Education biography

General references are:

- 333 SCHOLEFIELD, Guy Hardy, ed. *A dictionary of New Zealand biography*. Wellington, Department of Internal Affairs, 1940. 2 vols.
- 334 UNIVERSITY OF NEW ZEALAND. *Alphabetical roll of graduates*. 1943, 1951, and 1959.
- 335 *Who's who in New Zealand*. Wellington, Reed. Irregular.
First edition 1908. Title varies.

[See also for university material 118, 125 and 127-130.]

Special works are:

- 336 ALLAN, Robin Sutcliffe, ed. *Liberty and learning: essays in honour of Sir James Hight*. Christchurch, Whitcombe & Tombs, 1950. 328 p.
- 337 BEAGLEHOLE, Ernest, ed. *The university and the community: essays in honour of Thomas Alexander Hunter*. Wellington, 1946. 302 p.
- 338 ROTH, Herbert Otto. *George Hogben: a biography*. Wellington, 1952. 162 p. (NZCER Educational Research series, 33).

Reference works

There is no current or retrospective national bibliography for works published in Nicaragua after 1942, and no special bibliographies on education have been issued, apart from *Education in Latin America: a partial bibliography* [Venezuela 6]. Occasional references to education materials may be found in the *Bibliografía de Centroamérica y del Caribe and Caribbean acquisitions* [Costa Rica 4 and 5] and in the *Handbook of Latin American studies* [Bolivia 2]. Reviews of new books, most of them printed abroad, appear in the 'Reseña de libros y revistas', which is a regular feature of the journal *Educación* [23]. The best source for general information on the education system is the annual report of the Minister of Education [7].

Legislative and policy documentation

The Constitution of 1950 is currently in force. Its principal provisions relating to education are as follows: Article 98, public education is the duty of the State; Article 99, the system of pre-primary, elementary and professional education is under the technical inspection of the State; Article 100, elementary education is compulsory, and officially imparted education shall be secular and at the cost of the State; Article 107, teachers are entitled to permanent tenure, a minimum basic salary, pension, and other benefits.

Nicaragua has had no organic law of education since that of 1894, the provisions of which have been so modified by legislative decree and executive decision over the course of the years that its original dispositions may be said to be without effect. There is no recent compilation of educational laws and regulations, nor is there a collection of laws currently in force. Current education legislation is embodied in decrees of the Chamber of Deputies and Senate, which are published in the official gazette and in resolutions of the Minister of Education; decrees and resolutions both are usually given in the Minister's annual report [7]. The official gazette is not indexed, and Nicaragua has had no annual compilation of laws since 1919.

- 1 *Constitución política, ley de amparo y ley marcial de Nicaragua*. Managua, Talleres Nacionales, 1951. 220 p.

Contains the text of the current constitution. Minor reforms, none of them relating to education, were passed in 1955. These are incorporated in the following edition:

- 2 *Constitution of the Republic of Nicaragua, 1950*, rev. ed. Washington, Pan American Union, 1960. 65 p.

The text of the Fundamental Law of Education of 6 October 1894 is contained in

- 3 *Ley fundamental de instrucción pública de la República de Nicaragua*. Managua, Tipografía Nacional, 1895. 26 p.

An older compilation of educational law is

- 4 ÁLVAREZ, Emilio. *Compilación de leyes de instrucción pública, 1876-1916, editada de orden del señor presidente de la República*. Managua, Tipografía Nacional, 1917. 512 p.

Laws in force in 1940 were collected in

- 5 MINISTERIO DE INSTRUCCIÓN PÚBLICA Y EDUCACIÓN FÍSICA. *Reglamento de leyes de instrucción pública*. Managua, Talleres Nacionales, 1940. 42 p.

Since the passing of Decree no. 38 of 25 March 1958, which granted it complete autonomy, the university has been governed by its organic law. This is included in

- 6 UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA. *Gula orgánica*. León, 1959. 56 p.

See also *Exposición comparada de las leyes orgánicas de las universidades centroamericanas* [Costa Rica 58] and *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

Authority for administering the system is centralized with the Minister of Education, who is assisted by a three-member Technical Council having broad initiative powers with respect to legislation, curricula, instructional materials, personnel and examinations. The Minister appoints the provincial school inspectors, decrees the official programmes of study and allocates the funds necessary for support of primary and secondary schools.

Most educational establishments, exclusive of the autonomous university, are national institutions directly under the supervision of the Minister of Education. The larger municipalities are obligated to maintain urban schools, which are administered by local boards and receive partial subventions for buildings and maintenance from the Government. All teachers' salaries are paid by the Minister.

The university is governed by its own council.

The Ministry's annual report is

- 7 MINISTERIO DE EDUCACIÓN PÚBLICA. *Memoria presentada al honorable Congreso Nacional, 1882- .* Managua, Talleres Nacionales. Annual. (Title and frequency vary.)

One of the most comprehensive and detailed of all annual reports issued by the Education Ministries of Latin America. Contains the text of decrees, resolutions, administrative agreements and contracts having to do with education; tables of disbursements for contracts; allocations to local governments; student grants; pensions; a complete roster of schools, administrative personnel and teachers by province; reports on current programmes; resúmenes of changes in curricula; important correspondence and addresses of the Minister; and a statistical appendix.

The budget for the Ministry is contained in

- 8 MINISTERIO DE HACIENDA Y CRÉDITO PÚBLICO. DIRECCIÓN GENERAL DE PRESUPUESTO. *Presupuesto general de ingresos y egresos de la República, 1894- .* Managua. Annual.

Divided into salaries and services for each Ministry. Allocations are given for the administrative divisions of the Ministry of Education, and for all secondary establishments, libraries and other cultural institutions. The budget for the university will be found in the annual report of the Rector [18].

A brief summary of the activities of the Ministry of Education makes up a part of the President's annual message to the Congress:

- 9 PRESIDENCIA. *Mensaje que el Presidente de la República . . . dirige al honorable Congreso Nacional.* Managua, Talleres Nacionales. Annual.

Regulations for primary and secondary schools as drawn up by the Minister of Education are to be found in:

- 10 MINISTERIO DE EDUCACIÓN PÚBLICA. *Reglamento general de la escuelas primarias de Nicaragua.* Managua, Talleres Nacionales, 1960. 83 p.
The *reglamento* was issued as no. 8, 7 April 1960.

- 11 ——. *Reglamento de los institutos nacionales y colegios de segunda enseñanza de la República.* Managua, Talleres Nacionales, 1948. 27 p.

Gives the text of Executive Agreement no. 918 of 5 August 1948. It was later brought up to date with the inclusion of subsequent disposition in

- 12 ——. INSPECCIÓN GENERAL DE EDUCACIÓN SECUNDARIA. *Reglamentos de la educación secundaria.* Managua, s.d. Typewritten.

Copies may be consulted in the offices of the 'Inspección General'.

Structure and organization

A few kindergartens offer pre-primary training for children 4 to 6 years old. Most of them operate independently as private establishments with little or no government regulation as to standards or instructional content.

Primary schools are generally of three types, *elementales* (elementary), *graduadas* (graded) and *superior* (higher). The names correspond to those that are able to offer programmes of two, four and six years, respectively. The great majority of rural schools are in the first category, and a large percentage of the urban schools likewise offer only the two- or four-year course. In order to enter secondary school, a student must complete the full six years of primary studies.

Secondary instruction comprises a five-year programme of general studies leading to the baccalaureate. The programmes are the same for public and private schools. Baccalaureate examination given by the latter must be under the surveillance of monitors designated by the Minister, and diplomas must be approved by the public authorities. Technical training is being developed at an accelerated pace. Four-year courses in commercial studies are available in public and private establishments. The Instituto Nacional Técnico Vocacional (National Vocational Technical Institute) offers three-year programmes in general mechanics, carpentry, electricity, sheet metal working, plumbing, welding, automotive mechanics, refrigeration, etc. Most of the courses are also available to adults in evening classes. There are also National Schools of Music and Fine Arts. Agricultural training (three years) is given in the National School administered by the Ministry of Agriculture. Normal training comprises a six-year course (adopted in 1954/55) for both urban and rural teachers. A new five-year school for rural teachers was recently established at Estelí.

The baccalaureate is a prerequisite for university studies. The autonomous National University at León now encompasses all schools of higher learning in Nicaragua. It grants degrees in medicine, chemistry and pharmacy, law, dentistry, engineering, fine arts and liberal arts.

A description of the organization of instruction, with summaries of programmes of study, is contained in *Notas para un estudio comparado de los sistemas educativos* [Costa Rica 47].

More detailed information on the levels and types of education is to be found in the reports prepared for various Central American seminars on education.

The reports describe in detail the state of education in terms of organization and administration, programmes of study and current problems and tendencies. They are also a good source for pertinent statistics. A list of the reports follows.

Primary urban education is the subject of

- 13 COMITÉ NACIONAL DE EDUCACIÓN PRIMARIA URBANA. *Informe* [presentado al Primer Seminario de Educación Primaria Urbana de Centroamérica y Panamá, Managua, 1958]. Managua, Ministerio de Educación Pública, 1958. 86 p. Processed.
See also *Bibliografía de la educación primaria* [Venezuela 28].

Rural schools are treated in

- 14 COMITÉ NACIONAL DE EDUCACIÓN RURAL INTEGRAL DE NICARAGUA. *Informe* [presentado al Primer Seminario de Educación Primaria Urbana de Centroamérica y Panamá, Managua, 1958]. Managua, Ministerio de Educación Pública, 1958. 50 p. Processed.

Secondary education is covered by

- 15 COMITÉ NACIONAL DE NICARAGUA. *Informe* [presentado al Primer Seminario de Educación Secundaria del Istmo Centroamericano, San Salvador, 1958]. Managua, Ministerio de Educación Pública, 1958. 83 p., annexes. Processed.

Normal education is treated in

- 16 —. *Informe* [presentado . . . al Primer Seminario de Educación Normal del Istmo Centroamericano, David, Panamá, 1960]. Managua, Ministerio de Educación Pública, 1960. 114 p.

Technical and vocational education are discussed in

- 17 MINISTERIO DE EDUCACIÓN PÚBLICA. *Organización de la educación vocacional y servicios de orientación*, informe de Nicaragua al Primer Seminario Centroamericano de Educación Vocacional y Técnica [Guatemala, 1957]. Managua, 1957. 104 p.

The most useful source of information on the National University is the annual report of the Rector:

- 18 UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA. *Memoria anual presentada por el Rector, 1957/1958- . León [1958-]. Annual.*

Highly detailed (over 300 pages), this report includes a survey of university activities for the year, a chronology, the budget, reports of schools and faculties (with curricula), a bibliography of books, pamphlets and theses published by the university, and miscellaneous information on administrative matters.

See also *The Caribbean: contemporary education* [Panama 31].

For Nicaragua's participation in Central American educational meetings and programmes, see the section on Inter-Central American co-operation in the chapter on Costa Rica.

Textbooks and instructional materials

Most textbooks are privately or commercially printed. Many are imported works not specifically written for Nicaraguan schools. The Ministry of Education exercises little supervision over the writing, production or distribution of instructional materials, although this is one of the stated responsibilities of the Technical Council. The Ministry does draw up a list of books approved for use as texts, but does not designate or require their adoption. Textbooks for class are generally chosen by the teacher, with the consent of the school principal. If a book is not on the approved list, application may be made to the Ministry for a ruling on its suitability. The use of textbooks in primary instruction is not widespread. Some texts, which remain the property of the school, are distributed by the Government, but the quantity is still far from meeting current needs.

A list of publishers, printers and booksellers may be found in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

A department with the responsibility of formulating programmes, training personnel, and building a collection of audio-visual materials was recently established:

- 19 SECCIÓN AUDIOVISUAL
Ministerio de Educación Pública, 2.^a Ave. NO., No. 802, Managua.

Although in its early stages of development, the department will attempt to answer inquiries received.

Education associations

- 20 FEDERACIÓN NACIONAL DE COLEGIOS CATÓLICOS
Instituto Pedagógico de Varones, Managua.
- 21 FEDERACIÓN SINDICAL DE MAESTROS DE NICARAGUA
Casa del Maestro, Apartado 413, Managua.
- 22 LIGA DE MAESTROS CATÓLICOS
Apartado 19, Managua.

Educational journals

The most important of the educational reviews published is that of the Ministry of Public Education:

- 23 *Educación: revista cultural; órgano del Ministerio de Educación Pública*, 1957- . Managua. Quarterly. Originally established in 1946, this journal began a new series in 1957. It is divided into a cultural and an educational section. The latter contains articles on general educational topics, materials on teaching methods, progress reports on official programmes, administrative directives and selected statistics.

The School of Educational Sciences at the University of Nicaragua (Apartado 1992, Managua) recently initiated a new journal:

- 24 *Ciencias de la educación*, 1961- . Managua. Semi-annual.

The first number (January/June 1961) contains several scholarly articles on education in Nicaragua and abroad.

The Federación Sindical de Maestros de Nicaragua [21] has published several numbers of its official organ:

- 25 *Tribuna del Magisterio*, 19 - . Managua. Irregular.

Educational statistics

The Dirección General de Estadística y Censos (Bureau of Statistics and Census), established in 1905 under the Ministry of the Interior, was transferred to the Ministry of Economy in 1949. The bureau is responsible for co-ordinating all statistical activities of the nation. To this end, there is in each of the Government Ministries an officer whose duty is to collect and forward to the bureau information gathered by the Ministry's own statistical section. Local government officials are also required by law to submit statistics to the bureau.

Educational statistics are centralized in the Cultural Section of the Bureau's Demographic and Administrative Division. Most of the data are supplied by the statistical sections of the Ministry of Education's General Inspectorates of Primary and of Secondary Education and the National Literacy Campaign Department. The Ministry itself recently established a Statistical Section in its Bureau of Administrative

Services for the purpose of co-ordinating the activities of its statistical sections.

The Bureau of Statistics and Census discontinued publication of its *Anuario* in 1947. Currently its medium for disseminating information is the

- 26 *Boletín de estadística*, 1955- . Managua. Irregular (1 or 2 issues yearly).

Educational statistics include schools by category and location; enrolment by sex, age, and residence; percentages of school attendance by province; results of examinations.

The bureau also published the results of the census of 1950, in several volumes. Important figures, some of them never before collected, were obtained for literacy levels. They may be found in:

- 27 MINISTERIO DE ECONOMÍA. DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS. *Censo general de población de la República de Nicaragua, Mayo 1950*, vol. XVII. Managua, 1954. 472 p.

In the section on cultural characteristics are given the figures for national literacy from age 6 by age, sex, and urban or rural district; level of schooling reached; and school attendance of the population from 6 to 24 years of age.

- 28 ——. *Resumen estadístico 1950-1960*. Managua, 1960. Tables.

Table 44 gives the number of schools, students enrolled, average attendance, students passing and failing examinations, number of teachers, and number of students per teacher for each school year from 1950 to 1960. Table 45 gives number of schools, and number of teachers and students in primary, secondary, university, normal, commercial and special schools for each year from 1955 to 1960.

- 29 *Boletín estadístico*, no. 1, 1958-59- . Managua. Irregular.

The first number of a new publication of the Sección de Estadística (Statistics Section) of the Ministry of Education gives number of schools, enrolment, attendance and results of examinations by departments. The figures for primary schools are much more detailed than those for the secondary level.

Probably the fullest statistical documentation on education in Nicaragua is to be found in the annual report of the Minister of Education [7].

This chapter covers education in the Federation of Nigeria as a whole, in the Eastern, Northern and Western Regions and also in the Cameroons, former Trust Territory of the United Kingdom.

Under the trusteeship of the United Kingdom, the Cameroons were administered in conjunction with Nigeria. Education in Northern Cameroons was administered directly under the Northern Region of Nigeria, while the Southern Cameroons, which under the revised Nigerian Constitution of 1954 received quasi regional status and in 1958 full regional status, had considerable responsibility for its own education.

In June 1961, Northern Cameroons was united to the Northern Region of Nigeria as Sardauna Province, and Southern Cameroons joined the Cameroon Republic, that part of the Cameroon under the Trusteeship of France which became fully independent in January 1960.

For the Cameroons, the education system documented in this guide is that in operation before these political changes of 1961.

[See also the chapter on United Kingdom territories, particularly the section United Kingdom African territories, general, for British colonial policy in the administration of education in Africa.]

Reference works

General information about Nigeria, as a background to the study of its educational system, will be found in encyclopaedias such as *Encyclopaedia Britannica*, *Chambers's encyclopaedia* [United Kingdom 1, 2] and in *An African survey* [United Kingdom territories, African, general, 3]. The last named covers social, political, cultural and economic aspects of the country (education and cultural agencies, p. 1133-262) with special reference to the application of modern knowledge in the solution of African problems.

Brief factual information is also given in the current issue of certain year books, e.g., *Whitaker's almanack*, *Statesman's year-book* [Ireland 4], *Salvation Army year book*, all published in London.

The *Colonial Office list* [United Kingdom territories, general 3] gives similar information in more detail. Each issue contains a descriptive article on Nigeria with emphasis on constitutional changes and economic and social development.

- 1 *Nigeria handbook*, 12th ed. London, Crown Agent for the Colonies, 1953. x, 339 p.

Published for the Government of Nigeria. Contains a bibliography (p. 272-88), chiefly of older works and not always accurate in detail, and also a chapter on education (p. 108-21).

- 2 *Victoria, Southern Cameroons, 1858-1958*. Victoria, S. Cameroons, Basel Mission Book Depot, 1958. 103 p.

Published for the Victoria Centenary Committee. Contains chapters on missionary impact, and a section on the education of the people (p. 87-93).

- 3 UNITED KINGDOM. COLONIAL OFFICE. *Report ... to the ... United Nations on the Cameroons, 1947-* . London, HMSO. Annual.

- 4 UNITED NATIONS. VISITING MISSION TO THE TRUST TERRITORIES OF THE CAMEROON [etc.], 1955. *Report on the Cameroons under British administration*. New York, 1956. 62 p. (T/1239).

Policy for education, p. 54-7; Policy for scholarships, p. 57-8; Educational advancement, p. 35-42.

For general information bearing more directly on the educational system, see both the chapter on the United Kingdom territories and that on International sources. Perhaps the most important single reference is *World survey of education* [International sources 8], each volume containing an article outlining the system of education and giving summarized statistics.

Bibliographies

British national bibliography [United Kingdom 6].

See index to annual volumes under heading 'Nigeria'. Useful for tracing books published before 1955, from which date *Nigerian publications* [7] began to include books about Nigeria published in other countries.

- 5 HARRIS, John. *Book about Nigeria*, 2nd ed. Ibadan, Ibadan University Press, 1960.

A selective bibliography, classified by subject, with an author index and good brief annotations. A useful guide to the chief publications on Nigeria and by Nigerians.

- 6 U.S.A. LIBRARY OF CONGRESS. REFERENCE DEPARTMENT. *Nigerian official publications, 1869-1959: a guide*, comp. by H. F. Conover. Washington, 1959. xii, 153 p.

A union catalogue of holdings of Library of Congress and 20 other libraries of the United States.

- 7 *Nigerian publications, 1950/52-* . Ibadan, Ibadan University Press, 1953- . Annual, with quarterly mimeographed supplements.

Compiled by the Ibadan University Library, which is the legal depository for all Nigerian publications. Comprises all works published in Nigeria, about Nigeria and by Nigerians. From 1955 lists also works about Nigeria published in other countries. Includes vernacular languages and government publications.

- 8 WESTERN REGIONAL LIBRARY. *Nigerians*. Ibadan, 1960.

A catalogue of the Nigerian collections, including Western Region Government publications, available in the Western Region Library.

Legislative and policy documentation

Under the Constitution of 1954, education became the responsibility of the regional governments and the Government of the Southern Cameroons, the Federal Government retaining responsibility for education in the Federal Territory of Lagos, and in the institutions of higher education, e.g., University College, Ibadan; the Nigerian College of Arts, Science and Technology; King's College, etc.

The *Adaptation of Laws Order* [12] crystallized the regionalization process in government which the Richards' Constitution 1947 introduced and the Macpherson Constitution 1951 advanced a stage further. This process of decentralization is reflected in educational administration in the regions. Functions formerly discharged by the Inspector-General of Education and the Central Board of Education were transferred to Regional Chief Inspectors of Education and the Board of Education, while in the Federal Territory of Lagos and the Trusteeship Territory of Southern Cameroons these devolved on the Chief Education Officer and the Board of Education.

Under the *Education (Lagos) Ordinance 1957* [27] steps were taken for the development of local responsibility for education in Lagos. Pending the establishment of a local education authority, the Chief Federal Adviser on Education, under the direction of the Minister, has exercised the functions of a local education authority for Lagos; in April 1961 the Lagos Town Council assumed some of these functions.

The Chief Federal Adviser and his staff are also available for inspections and advisory visits to the regions at the request of regional governments.

For development plans in education, see section 'Administration of the educational system', below.

Major documents on legislation are:

- 9 *Handbook of Constitutional Instruments*. Lagos, Government Printer, 1951.
 - 10 CONFERENCE ON THE NIGERIAN CONSTITUTION. London, 1953. *Report*. London, HMSO, 1953. 16 p. (Cmnd. 8934).
Also reprinted by Government Printer, Lagos, 1953.
 - 11 —. Lagos, 1954. *Report by the resumed conference*. London, HMSO, 1954. (Cmnd. 9509).
Sets out areas of education and institutions for which the Federal Government is responsible. See particularly para. 58 (1) Part 1: The Federal legislative list, item 27 (Higher education institutions) and 28 (Muslims); Part 2: The concurrent legislative list, item 47 (Higher education institutions other than those named in item 27).
 - 12 *Nigeria (Constitution) Order in Council, 1954, Adaptation of Laws Order, 1954* (L.N. 131 of 1954).
Came into operation 1 October 1954. Amended: G.N. 1784/1954; L.N. 1/1955; 14/1955; 120/1957; 52/1958; 100/1958; 65/1958; 27/1958; 23/1958; 132/1958; 134/1958; Ordinance 4/1956; 52/1958; 24/1956; 1/1957.
 - 13 CONFERENCE ON THE NIGERIAN CONSTITUTION, London, 1957. *Report*. London, HMSO, 1957. 58 p. (Cmnd. 207).
Also reprinted by Federal Government Printer, Lagos.
 - 14 —. London, 1958. *Report by the resumed . . . Constitutional conference*. London, HMSO, 1958. 21 p. (Cmnd. 569).
Also reprinted by Federal Government Printer, Lagos.
 - 15 UNITED KINGDOM. COLONIAL OFFICE. *Nigeria: a report of the Fiscal Commissioner on the financial effects of proposed new constitutional arrangements* [by Sir A. Louis Chick]. London, HMSO, 1953. 41 p. (Cmnd. 9026).
Also published Lagos, Government Printer, 1953. 34 p.
- Laws and ordinances are published separately by the Federal Government Printer as issued, and also in the official *Nigeria gazette*. They are collected annually, with subsidiary legislation, in
- 16 *Annual volume of laws of Nigeria . . . together with a cumulative index of ordinances in force, with amendments, 1933-*. Lagos, Federal Government Printer.
- The chief legislative and policy documents relating to the constitutional provisions for education and to Federal Government activities in higher education are listed below:
- 17 *Education Ordinance, 1952*, Lagos, Government Printer, 1953. 63 p. (17 of 1952).
Deals with establishment, conditions and functions of regional boards of education, registration of teachers, establishment of schools, etc.
 - 18 *Education (Amendment) Ordinance, 1954*.
The amendment provides for the setting up of Regional Boards of Education including a Board for the Southern Cameroons, which is under the Chairmanship of the Director of Education for the Southern Cameroons.
 - 19 *Nigerian College of Arts, Science and Technology, Ordinance, 1952*. Lagos, Federal Government Printer, 1952.
Establishment, functions, organization and status of the college.
 - 20 *University College, Ibadan, Ordinance 1954*. Lagos, Federal Government Printer, 1954. (L.S. no. 10 of 1954). Also reprinted in *Calendar of University College, Ibadan* [63].
Establishment, functions, organization and status of the University College.

The following are policy documents:

- 21 THORP, W. H.; HARLOW, F. I. *Report on a technical college organisation for Nigeria*. Lagos, Government Printer, 1950. 46 p. (Sessional paper, 11 of 1950 Nigeria).
- 22 *Proposals for the future financing of the Nigerian College of Arts, Science and Technology*. Lagos, Federal Government Printer, 1953. (Sessional paper, 10 of 1953).
- 23 FEDERAL EDUCATION DEPARTMENT. *Report of the visitation, Nigerian College of Arts, Science and Technology, March/April, 1958*. Lagos, 1958.
- 24 *Proposals for the future financing of University College, Ibadan*. Lagos, Federal Government Printer, 1952. (Sessional paper, 17 of 1952).
- 25 FEDERAL EDUCATION DEPARTMENT. *Report of visitation to University College, Ibadan, January, 1957*. Lagos, [1957].
- 26 *Financial aid to the University College, Ibadan, during the quinquennium 1957-58 to 1961-62*. Lagos, Federal Government Printer, 1958. (Sessional paper, 5 of 1958).

Federal Territory of Lagos

The following legislation relating specifically to education in the Federal Territory of Lagos has also been enacted by the Federal Government. For policy documentation see section 'Administration of the educational system', below:

- 27 *Education (Lagos) Ordinance, 26 of 1957; 1 of 1958; 16 of 1958*.
An ordinance to amend the law relating to education in the Federal Territory of Lagos, to provide for universal, free, primary education and the establishment of an education authority in the territory.
- 28 *Education (Lagos) Ordinance, 1957 (L.N. 147 of 1958)*.
- 29 *Education (Lagos) Ordinance, 1957 (Ordinance 26 of 1957, Education, grant-in-aid)*.
Effective from June 1959. Amendments: L.N. 25 of 1959, L.N. 191 of 1960.
- 30 *Education (Lagos) Relaxation of Building By-laws. Order 1957; also Orders 2-3, 1957; 2-3, 1958*.
- 31 *Education (General) Regulations, 1958*.
Effective from 1 January 1959. Establishment, functions and organization of schools.

The legal basis of the systems of education of the various regions is provided by laws enacted by the regional governments and by regulations issued under these laws. The main law for each region is listed below.

In each region, laws are published separately by the Government Printer and in the official *Gazette* for the region. They are also collected with subsidiary legislation in the *Annual volume of laws* which each Regional Government issues.

- 32 *Education (Eastern Region), 28 of 1956. Amendments, 13 of 1957; 8 of 1959*.
Establishment, functions and organization of schools.
- 33 *Education (Northern Region), 17 of 1956; Amendment, 6 of 1958*.
Establishment, organization and functions of schools.
- 34 *Northern Cameroons Education Law, 1956*.
Provisions, similar to those for the Southern Cameroons [18].
- 35 *Education Law, 1954 (Western Region) W.R. no. 6 of 1955*.

This law, which came into force on 14 April 1955, is the main instrument governing education in the Western Region. Subsidiary legislation made under this law provides among other matters for: (a) the establishment of local education authorities, which, though appointed under the Education Law, are in fact local government councils, or combinations of councils, appointed under the Local Government Law, 1957. Local education authorities are given specific responsibility for the development and administration of education and are required to establish education committees to which representatives of voluntary agencies must be appointed; (b) the payment of government financial assistance to local education authorities and voluntary agencies; (c) regulations governing teachers, schools, etc.

Administration of the educational system

The principle of ministerial government was established by the 1951 Constitution and an integrated Ministry of Education became a reality in the Western Region and the Federal Territory between 1957 and 1959. The administrative set-up is similar to that of the United Kingdom. The Minister is the political head, and responsible to him are the Permanent Secretary (head of Administration and Establishment) and the Chief Federal Adviser on Education.

Through its advisory services and the inspections which it undertakes on the invitation of Regional Government, the central Advisory Staff, acting under no direct constitutional provisions, attempts to maintain parity of standards throughout Nigeria.

The Advisory Service consists of subject specialists who assist the Chief Federal Adviser in a professional capacity; their activities cover the whole country. The Joint Consultative Committee on Education embraces professional representatives not only of the Federal and Regional Ministries but also of the University College of Ibadan and University of Nigeria (Nsukka), the Nigerian College of Technology and the Nigeria Union of Teachers. This Committee meets twice a year, and has several subcommittees which report to it, viz., reference committees on secondary education, on teacher training, on rural education and on technical education, which also meet twice a year.

Southern Cameroons (before union with Cameroon Republic)

The Education Department in the Southern Cameroons is under the control of the Chief Education Officer at Buea, with general supervision exercised by the Chief Federal Adviser in Nigeria. There are two advisory bodies, the Southern Cameroons Board of Education and the Advisory Committee on Technical Education and Industrial Training. All divisions in the southern part of the territory have divisional education committees with supervisory duties. See also *Policy for education* [58].

The Cameroon Development Corporation, established under Nigeria Ordinance No. 39 of 1946, makes provision for the religious, educational and general social welfare of its employees and the people of the Cameroons generally. Its primary schools are now being taken over by the Southern Cameroon Government. It also trains its own employees either within the corporation or by giving scholarships for training in the Cameroons, in Nigeria, or overseas. [See also 59.]

Northern Cameroons

The Minister of Education for the Northern Region of Nigeria is responsible for education in the Northern Cameroons. His Permanent Secretary is his chief executive officer. Provincial Education Officers have over-all responsibility for education in their areas. They inspect and supervise all primary schools, whether owned by native authorities or by missions. In the larger Emirates there is a councillor responsible to the Emir in Council for education, with a schools manager as chief executive officer. All areas have local education committees.

See also *Report . . . to the . . . United Nations on the Cameroons* [3].

Federal administration, including Territory of Lagos

- 36 **FEDERAL MINISTRY OF EDUCATION.** *Annual report.* Lagos, Federal Government Printer.
The 1929-52/53 reports were issued by the Education Department and those of 1955-58 by the Federal Department of Education.
There are progress reports of education in Lagos, and of federal institutions; reports of activities of Federal Advisory Service throughout Nigeria, and of professional consultative committees; statistics of schools, teachers, enrolment and expenditure.
- 37 —. *Triennial survey of the work of the Federal Department of Education, 1955-57.* Lagos, Government Printer, 1959. 30 p.
Similar in scope to *Annual report*.
- 38 **FEDERAL ADVISORY COMMITTEE ON TECHNICAL EDUCATION AND INDUSTRIAL TRAINING.** *Report.* Lagos, Federal Government Printer, 1959. 23 p.
- 39 *White paper on education.* Lagos, Federal Government Printer, 1957. 5 p.
Free primary education and building programme.
- 40 **MINISTRY OF SOCIAL SERVICES.** *Report on educational development in Lagos.* Lagos, Federal Government Printer, 1957. 10 p.
Progress on the plan set out in the *White paper* [39].

Eastern Region

- 41 **EASTERN REGION.** *Education handbook.*
- 42 —. *Outline of development plan, 1955-60.* Enugu, Government Printer, 1955. 8 p. (Sessional paper, 4 of 1955).
- 43 —. **MINISTRY OF EDUCATION.** *Education in the Eastern Region, with special reference to universal primary education.* Enugu [1958]. 16 p.
- 44 —. —. *Policy for education.* Enugu, Government Printer, 1953. 11 p. (Sessional paper, 6 of 1953).
- 45 —. —. *A policy for the introduction of universal primary education.* Enugu, Government Printer, 1953. 13 p. (Sessional paper, 9 of 1953).
- 46 —. —. *Report, 1957- .* Enugu, Government Printer. Annual.
Formerly report of Education Department.

Northern Region

- 47 **NORTHERN REGION. DEPARTMENT OF EDUCATION.** *Annual report, 1950/51- .* Kaduna, Government Printer.

- 48 WILLIAMS, D. H. *Short survey of education in Northern Nigeria*. Kaduna, Ministry of Education, 1959. v, 65 p.

Western Region

- 49 WESTERN REGION. *Development of the Western Region of Nigeria, 1955-60*. Ibadan, Government Printer [1955]. 49 p. (Sessional paper, 4 of 1955).
- 50 ——. *Proposals for an educational policy for the Western Region, by the Minister of Education*. Ibadan, Government Printer, 1952. 36 p.
- 51 ——. MINISTRY OF EDUCATION. *Annual report, 1953/54*. Ibadan, Government Printer.
- 52 ——. ——. *Triennial report on education, 1955-58*. Ibadan, Government Printer [1959]. (Sessional paper, 11 of 1959).
Includes an outline of the educational system and the policy and legislation under which it is administered.
- 53 ——. DEPARTMENT OF EDUCATION. *Universal primary education in the Western Region of Nigeria: a commemorative brochure*. [Ibadan, 1955]. 17 p.
- 54 ——. MINISTRY OF ECONOMIC PLANNING. *Western Region development plan, 1960-1965*. Ibadan, Government Printer, 1959. 55 p. (Sessional paper, 17 of 1959).
- 55 ——. MINISTRY OF HOME AFFAIRS. INFORMATION DIVISION. *Facts about West Nigeria post secondary scholarship awards*.
- 56 ——. ——. ——. *An illustrated map of Western Nigeria*, 2nd ed.
- 57 *Tomorrow's man: various phases of educational life*. Ibadan, Government Printer.

Structure and organization

With the exception of the Northern Region and some slight modification in the Eastern Region, free primary education has been established in Nigeria.

The primary course lasts eight years in the Federal Territory of Lagos, seven years in the Northern Region and (from 1961) in the Eastern Region, and six years in the Western Region. The age of entry also varies: 5 in Lagos and the East, 6 in the West and 7 in the North.

Pupils in their final or penultimate year in the primary course are eligible, through a competitive entrance examination, for entry to secondary schools leading to the school certificate after a five- to six-year course.

In the Cameroons the aim is to provide a junior primary course for all children and a further senior primary course for children who can benefit from it.

Southern Cameroons has a junior primary course of six years and a senior primary course of two years.

The primary courses lead the able child to the secondary school and thence to a training institution or to other post-secondary studies.

Information concerning the educational system may be found in:

- 58 SOUTHERN CAMEROONS. *Policy for education*. Buea, Government Printer, 1955. (Sessional paper, 6 of 1955). 7 p.
- 59 CAMEROONS DEVELOPMENT CORPORATION. *Report, 1947-*. Botsa, Victoria. Annual.

University education is available at:

- 60 UNIVERSITY COLLEGE
Ibadan.
Founded in 1948, University College, Ibadan, publishes its *Calendar* [63] and its *Principal's report, 1948/53-* (Annual from 1953/54). [See also 20, 24, 64, 65, 104, 110.]
- 61 UNIVERSITY OF NIGERIA
Nsukka.
Founded in 1960. [See also 66.]

Degree courses last from two to five years, and certificate and postgraduate diploma courses in education from one to one and a half years. Admission is by direct entry for candidates with the General Certificate of Education (Advanced Level) or its equivalent in appropriate subjects, and by entrance examination for others. Courses leading to the award of college diplomas or recognized professional qualifications are given by

- 62 NIGERIAN COLLEGE OF ARTS, SCIENCE AND TECHNOLOGY
Zaria.

This college, founded in 1952, also offers degree courses in engineering, in conjunction with the University College, Ibadan, and the GCE (Advanced Level) courses. [See also 19, 22, 67.]

Post-primary candidates may gain admission through entrance examination to technical institutes or trade centres, the latter providing an apprenticeship course of five years, while two four-year teacher training colleges accept post-primary students with pre-teaching qualifications.

Finally, there are modern classes for girls in Lagos and the Eastern Region offering two-year courses of post-primary, but not secondary grammar educa-

tion, to reinforce primary work. In the Western Region, secondary modern schools provide three-year courses for boys and girls.

Works on higher education in Nigeria include:

- 63 UNIVERSITY COLLEGE, Ibadan. *Calendar, 1950/51-* . Ibadan, University Press. Annual.
- 64 MELLANBY, K. *Birth of Nigeria's university*. London, Methuen, 1958. 263 p.
Historical account of the foundation and early development of University College, Ibadan, by the first principal (1947-53).
- 65 SAUNDERS, John Tennant. *University College, Ibadan*. Cambridge, Cambridge University Press, 1960. viii, 224 p.
The author was principal of University College, Ibadan from 1953-57.
- 66 EASTERN REGION. *University of Nigeria, progress report*. Enugu, Government Printer, 1960. 20 p. (Eastern Region Official document, 7 of 1960).
- 67 NIGERIAN COLLEGE OF ARTS, SCIENCE AND TECHNOLOGY. *Calendar, 1958/59-* . Annual.
Includes research publications.
- 68 COMMISSION ON POST-SCHOOL CERTIFICATE AND HIGHER EDUCATION IN NIGERIA. *Investment in education: the report of the commission*. Lagos, Federal Government Printer, 1960. v, 140 p.
A survey of facilities and recommendations for development. A report on the phasing and costing of this plan, prepared by J. N. Archer, has been issued by the Federal Government: *Educational development in Nigeria, 1961-70*. Lagos, Federal Government Printer, 1961. 137 p.
- 69 HAMILTON, E. R. *Memorandum on the training of teachers in Nigeria*.
- 70 S.I.M./E.C.W.A. *School manager's handbook*.
- 71 FEDERAL EDUCATION DEPARTMENT. *Primary school syllabus, infants and classes I-VI*. Lagos, Federal Government Printer.
—, *Primary school syllabus, infants and classes I-VI. Supplement*.
- 72 EASTERN REGION. MINISTRY OF EDUCATION. *Syllabuses for infants and junior primary classes*. Enugu, Government Printer, 1958. 34 p.
- 73 WESTERN REGION. MINISTRY OF EDUCATION. *Primary school syllabus*. Ibadan, Western Region Literature Committee, 1954-57. 2 vols.
Part 1: All subjects except physical education. 1954.
Part 2: Physical education. 1957.

There is no insistence on adoption of any particular method of teaching when there are alternatives, nor are teachers obliged to use only books mentioned in the syllabus.

- 74 —, —. *Primary school libraries*. Ibadan, Western Region Literature Committee.
- 75 —, —. *Scheme of work: arithmetic, primary schools*. Ibadan.
- 76 GWYNNE-JONES, D. R. G. *Geography in class 5*. Ibadan, General Publications Section, Ministry of Education, Western Region, 1958. 16 p.
- 77 SAVORY, Rachel. *Teaching of history*. Ibadan, General Publications Section, Ministry of Education, 1958. 13 p.

Educational studies and research

- 78 INSTITUTE OF EDUCATION
University College, Ibadan.
Exists to promote research into West African education and has published some results as *Occasional publications* [84].
- 79 NIGERIAN INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH
University College, Ibadan.
An autonomous body, successor to the West African Institute of Social and Economic Research, sponsored by the Nigerian Federal Government and University College, Ibadan. Works closely with the college, and also acts as a centre for independent research workers. Arranges conferences, publishes the proceedings and also an annual report.
The institute has also provided a Research Anthropologist for the Cameroons. Some of the studies which have been carried out have been published in
- 80 *Plantation and village in the Cameroons, some economic and social studies*, by Edwin Ardener and others. London, Oxford University Press, 1960. xxxvi, 435 p.

See also West African Examinations Council [Ghana 27] an independent examining authority, established in 1952, to serve Sierra Leone, Gambia, Ghana and Nigeria.

The Education Departments of the various regions issue syllabuses, schemes of work, lists of textbooks for the use of teachers in their areas. See *Catalogue of publications* [85] issued by the General Publications Section of the Ministry of Education of the Western Region. Typical publications are listed below [71-77]. A certain amount of similar material is also made available in typescript form, or printed and stapled. This is not easily traced through published sources. Information should be sought from the various Education Departments.

For other institutions in the field of African studies, see

U.S.A. LIBRARY OF CONGRESS. REFERENCE DEPARTMENT. *Research and information on Africa: continuing sources* [United Kingdom African territories, general 21].

Publications resulting from research carried out in institutions, or independently, can be traced through *Nigerian publications* [7] which includes publications in the vernacular languages, and, from 1955, studies published in overseas countries. See also *West African journal of education* [United Kingdom African territories, general 25].

For studies published in the United Kingdom, reference may be made to the bibliographical aids cited in the United Kingdom chapter, particularly: *British national bibliography* [United Kingdom 6] for books.

British education index [United Kingdom 204], for periodical articles.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES. *List of researches* [United Kingdom 136], for theses.

Typical recent publications are:

- 81 CROOKALL, R. E. *Handbook for history teachers in West Africa*. London, Evans, 1960. xiii, 14-270 p. Study and teaching of history in secondary schools and training colleges, with emphasis on the study and teaching of African history.
- 82 OLUBUMMO, A.; FERGUSON, J. *The emergent university, with special reference to Nigeria*. London, Longmans, 1960. 122 p.
- 83 RAYBOULD, S. G. *Adult education at a tropical university*. London, Longmans, 1957. ix, 114 p. Extra-mural studies at University College, Ibadan.
- 84 STONE, R. H. *Survey of science teaching in Nigerian grammar schools*. Ibadan Institute of Education, University College, 1960. 111 p. (Occasional Publication, 1).

Textbooks and instructional materials

At the moment no arrangements exist for publication on a national scale. Printing is undertaken by the Federal or Regional Government Printer, the Federal and Regional Ministries of Information, the Gaskiya Corporation (particularly textbooks in vernacular languages for use in mass education and literacy programmes), C.M.S. Bookshop, and other private presses.

For lists of textbooks, it is possible to consult:

- 85 *Catalogue of publications*. Issued by the General Publications Section of the Ministry of Education, Western Region, at Ibadan.
- 86 *Books for secondary and senior primary schools*, 1959. Compiled by the past Regional Librarians, Northern Region [106]. Intended as a guide to selection for Nigerian school libraries. Distributed gratis.

For textbooks in English and in the vernacular languages published in the United Kingdom, see under section 'Textbooks and instructional materials', in the chapter on the United Kingdom territories, general. For textbooks published in Nigeria, see *Nigerian publications* [7]. See also the section 'Structure and organization', above, for handbooks for teachers, syllabuses, etc., containing lists of recommended textbooks.

Education associations

There are few associations directly concerned with education, and of these only a couple have become well established. See *Teachers' associations*... [International sources 2]. The pattern is generally country-wide with regional branches, but there are some local associations.

Special subject associations include:

- 87 HISTORICAL SOCIETY OF NIGERIA
PO Box 916, Ibadan.
Holds conferences and produces periodical membership lists and reports of council. Issues:
Journal, 1956- . Irregular.
Bulletin of news, March 1956- . Quarterly.
Mainly bibliographical and includes lists of recent publications relating to Nigeria.
- 88 CLASSICAL ASSOCIATION
c/o Secretary, Department of Classics, University College, Ibadan. It publishes:
Proceedings of annual conference.
- 89 SCIENCE ASSOCIATION OF NIGERIA
c/o Hon. Secretary, University College, Ibadan.
Affiliated to the West African Science Association [Ghana 37]. Full members are automatically members of this association and receive *The Journal of the West African Science Association*. Annual conferences are organized, during which the general business meeting is held and the discussion of papers arranged.

- 90 **SCIENCE TEACHERS ASSOCIATION OF NIGERIA**
c/o Assistant Secretary, Birch Freeman High
School, Lagos.
- 91 **GEOGRAPHICAL ASSOCIATION OF NIGERIA**
No information available.

Educational journals

- 92 *Nigerian periodicals and newspapers, 1950-1955*. Ibadan, The Library, University College, 1956.
Periodicals published in Nigeria; the list is kept up to date by supplements in *Nigerian publications* [7].
- 93 *Aworerin*. Ibadan, General Publications Section, Ministry of Education, Western Region. Monthly.
A children's comic, in Yoruba. Title means 'Look and laugh'.
- 94 *Children's own newspaper*. Lagos, Federal Ministry of Education.
- 95 *Nigeria: a quarterly magazine of general interest*, 1934- . Lagos.
Published by the Federal Government of Nigeria, at the Exhibition Centre, Marina, Lagos. 1934-36 entitled *The Nigerian teacher*.
- 96 *Nigeria trade journal*, 1953- . Lagos, Federal Ministry of Commerce and Industry.
- 97 *Nigerian teacher*, 1949- . Lagos, Federal Department of Education. Irregular.
Notes and articles for teachers in Nigerian schools.
- 98 *Teachers' monthly*, [1955?]- . Ibadan, General Publications Section, Ministry of Education. Western Region.
- West African journal of education* [United Kingdom African territories, general 25].
Edited by J. R. Bunting (Nigeria) and W. F. Conton (Ghana), this journal includes a good deal about education of interest to Nigerians.

Educational statistics

- 99 *Annual abstract of statistics*, 1960- . Lagos, Federal Government Printer.
Issued by the Federal Office of Statistics; nationwide and complementary to the *Digest* [100].
- 100 *Digest of statistics*, April 1951- . Lagos. Quarterly.
- 101 *Annual abstract of education statistics, 1953-58*. Ministry of Economic Planning, Statistics Division, 1959.

- 102 *Digest of education statistics, 1956-* . Lagos, Federal Ministry of Information.
Published for the Chief Federal Adviser on Education. National in scope.
- 103 *Western Region statistical bulletin*, June 1959- . Government Statistician, Ministry of Economic Planning, Western Region. Biennial.

For statistics of the Cameroons, see *Report . . . to the . . . United Nations on the Cameroons* [3]. Each report has a statistical appendix devoted to education.

Education biography

Names of staff, with academic qualifications, etc., are listed in *Calendars* of the University College, Ibadan [63] and the Nigerian College of Arts, Science and Technology [67]. See also *Commonwealth universities yearbook* [International sources 1].
The Federal Government and the Governments of the Regions each issue a *Staff list*. See also *Colonial Office list* [United Kingdom territories, general 3].

Education libraries and museums

Libraries of importance to education include the university libraries.

- 104 **UNIVERSITY COLLEGE LIBRARY**
Ibadan.
This is the legal depository for all Nigerian publications and compiles the two national bibliographies, *Nigerian publications* [7] and *Nigerian periodicals* . . . [92].

There are also the regional libraries:

- 105 **WESTERN REGIONAL LIBRARY**
Ibadan.
[See also 8.]
- 106 **NORTHERN REGIONAL LIBRARY**
Kaduna.
Publishes *Books for the North*, a monthly, duplicated, select list of accessions; an *Annual report*; and also a *Manual for reading rooms*, 1960, a revision of *Library organization in Northern Nigeria*, containing illustrations and a bibliography.
- 107 **EASTERN REGIONAL LIBRARY**
Ogui Road, Enugu.
- 108 **LAGOS LIBRARY**
c/o Nigeria Museum, Onikan Road, Lagos.

In addition there are libraries in government secondary schools (King's College and Queen's College, Lagos) and also libraries run by voluntary agencies in Lagos, and elsewhere.

A museum may also be noted:

- 109 MUSEUM, UNIVERSITY COLLEGE
Ibadan.

A union catalogue of the various libraries has been proposed, but has not yet materialized.

Inter-availability of educational resources

- 110 LONDON UNIVERSITY. *Scheme of special relation with University College, Ibadan. General regulations, entrance requirements and period of study.* London, 1957. 139 p.

[See also the section 'Inter-availability of educational resources' in the chapters on the United Kingdom and on the United Kingdom territories.]

The Norwegian School Museum, which is the central educational library of Norway, acts as the national education documentation centre. Its address is

1 NORSK SKOLEMUSEUM

Møllergata skole, Oslo.

[For further details on the Norsk Skolemuseum, see the section 'Education libraries and museums' below.]

Reference works

The major part of the bibliographical work in Norway is centralized at the University Library of Oslo. However, a department of bibliography has recently been set up at the Bibliotekssentralen (Central Library) of Oslo to assist the public libraries in bibliographical matters. Specialized bibliographies are in general dealt with by the relevant special libraries or documentation centres.

Following are some of the more important bibliographies:

2 *Bibliografi over Norges offentlige publikasjoner* (Bibliography of Norwegian official publications), 1956- . Oslo, Universitetsforlaget, 1957- . Annual.

Bibliography of publications from official sources and from official and semi-official institutions; published by the University Library of Oslo. Three sections: publications from institutions; parliamentary proposals, documents, etc.; person and subject indexes.

3 *Bibliografi til Norges historie* (Bibliography of Norwegian history), 1916- . Oslo, Grøndahl, 1927- . Irregular (formerly annual).

The volume for 1936-45 (published 1939-52, 745 p.) was a cumulation. This bibliography of books and articles on Norwegian history presents literature on church and education in special chapters. Indexes to authors are given for 10-year periods.

4 *Norsk bokfortegnelse* (Norwegian book index), 1814- . Kristiania, 1848-1924; Oslo, Norske Bokhandlerforening, 1928- .

Since 1952 this Norwegian national bibliography has been edited by the University Library of Oslo. Weekly lists published in *Norsk bokhandlertidende* are cumulated into monthly and quarterly lists and finally published as annual catalogues. Five-year catalogues have been published covering periods from 1920 on. Alphabetical and classified lists. The Dewey Decimal System is used.

5 'Norsk pedagogisk litteratur' (Norwegian educational literature). In: *Norsk pedagogisk årbok*, 1927- . Trondheim, Noregs pedagogiske landslag, 1927- . Annual.

A bibliography published annually in the Norwegian educational yearbook. Not included are new editions of textbooks and articles from periodicals.

[See also 109 and 125.]

6 The following reference work can also be useful: *Norges statskalender* (Official calendar for Norway), previously *Kongeriget Norges Hof- og Statskalender*, 1815- . Oslo, Aschehoug, 1815- . Irregular (usually annual).

Publication of the same type as the *British imperial calendar and civil service list*, giving detailed surveys of the central administrative offices and attached departments—presented according to department. Information concerning education, lists of all types of educational establishments, cultural associations, etc. Index of persons.

[See also 25.]

Legislative and policy documentation

As no special reference to education is included in the Norwegian Constitution of 1814, the education system is regulated by a series of acts concerning primary and further education passed by the Storting (Parliament) and the King in Council. During recent years there has been a tendency in education legislation to lay down only the structural framework and the main principles, leaving the details to be taken up in regulations. Regulations containing specific provisions concerning examinations, discipline, pupils and teachers, management committees, etc., are adopted by the King in Council or issued by the Kirke- og Undervisningsdepartementet (Royal Ministry of Church and Education).

No single publication contains all the different acts now in force. Following are brief data on the most important acts which concern education, to January 1961:

7 *Lov av 10. mai 1935 om høyere almennskoler* (Act on secondary schools). 1935.

8 *Lov av 11. februar 1938 om lærarskular og prøvor for lærarar i folkeskulen* (Act on training colleges for teachers). 1938.

[See also 39.]

9 *Lov av 1. mars 1940 om yrkesskoler for håndverk og industri* (Act on vocational schools). 1940.

10 *Lov av 8. november 1946 om framhaldsskular* (Act on continuation schools). 1946.

[See also 23 and 34.]

11 *Lov av 28. april 1948 om breviskoler* (Act on correspondence schools). 1948.

- 12 *Lov av 28. juli 1949 om folkehøgskoler* (Act on folk high schools). 1949.
- 13 *Lov av 14. juli 1950 om lærlinger i håndverk, industri, handel og kontorarbeid* (Act on apprenticeship training). 1950.
- 14 *Lov av 23. november 1951 om spesialschooler* (Act on special schools for handicapped and mentally deficient children). 1951.
- 15 *Lov av 8. juli 1954 om forsøk i skolen* (Act on experiments in school). 1954.
- 16 *Lov av 6. juli 1957 om handelsgymnasier og yrkesskoler for handel og kontorarbeid* (Act on secondary commercial schools and vocational schools for commerce and clerical work). 1957.
- 17 *Lov av 10. april 1959 om folkeskolen* (Act on elementary schools). 1959.
[For a review of the problems created by this Law, see 21 and 23.]

Legislative material may be found in the following:

- 18 *Norsk lovtidend* (Norwegian law reports). Oslo, Det Kongelige Statsrådsekretariat, 1877- .
Edited by the Secretariat of the Royal Council. Legislative material on education is in Section 2 principally and can be located with the help of comprehensive indexes. A forerunner of this work covers the period from 1814-76 (*Love, anordninge, kundgjørelser* . . .).
- 19 *Norsk skole. Opplysnings- og kunngjøringsblad for skoleverket* (Norwegian schools. Information bulletin), 1954- . Oslo. 13-15 issues per year.
The official information gazette for schools, edited by the Royal Ministry of Education. Includes regulations, semi-official and official reports and studies. Indexes.
- 20 *Stortingsforhandlinger* (Records of Parliamentary debates), 1888- . Oslo, Stortingets kontor og Departementene, 1888- .
A special index volume (Part 9) is arranged alphabetically by subject and person. Under the original title, *Kongeriget Norges Stortings Forhandlinger*, propositions, laws, parliamentary debates, etc., were published in one sequence from 1814. When stenographic reports were started in 1857, they were published in a separate work, *Stortingstidende* (Parliamentary gazette) until 1887. A new publication programme instituted from 1871 presented the material according to numbered sections; the first section included the State budget, the second the propositions, etc. From 1888 parliamentary debates were included as parts 7 and 8 in this parliamentary publication schedule. It may also be mentioned that before 1857 abstracts from the debates had been published in *Stortingsefterretninger*.

The following may be consulted for interpretations and commentaries:

- 21 *BERGE, Marit. Norsk skolepolitikk. Et innlegg i aktuell debatt* (Norwegian school politics; statement

regarding today's situation). Oslo, Studieselskapet Samfunn og Naeringsliv, 1960. 314 p.

A comprehensive review of Norwegian school politics, with special reference to the situation today. In a critical review of the problems created by the new Law on Elementary Schools of 1959, a number of important questions are discussed, e.g., selection of pupils for the different courses, experiments in schools, school and economic life, etc.

- 22 *NORDANGER, Knut Monssen; ENGH, Arnljot. Kommunkunnskap* (Communal handbook). Oslo, Tiden, 1960. 626 p.

A survey of administrative powers, statutes and regulations vested in and governing the communal councils. A special chapter (p. 258-357) on the cultural obligations of the commune offers a review of the school system, giving interpretations and commentaries on the most important aspects of laws and regulations relating to education now in force.

- 23 *ROALD, Karl Johan. Lov om folkeskolen av 10. april 1959 og Lov om framhaldsskular av 8. november 1946 med einskilde endringar* (Law on elementary schools of 10 April 1959 and Law on continuation schools of 8 November 1946, with changes). Oslo, Sem og Stenersen, 1959. 183 p.

Concerns two different laws. With interpretations and commentaries.

Administration of the educational system

The Kirke- og Undervisningsdepartementet (Royal Ministry of Church and Education) controls primary education, secondary general education and the greater part of vocational education. Other sectors of vocational education are under the Royal Ministry of Agriculture (agricultural and dairy schools, schools for forestry and horticulture and schools for domestic science), the Royal Ministry of Commerce and Shipping (schools of seamanship), the Royal Ministry of Fisheries (schools for fishermen) and the Royal Ministry of Social Affairs (nursery schools and institutions for children of pre-primary age).

The Ministry of Church and Education is composed of three departments: the Department for Ecclesiastical Affairs, the Schools Department and the Art and Science Department. The last two are concerned with education.

There are advisory councils on the central level, the members of which are either in administrative service or in active teaching in the field where they advise. These councils have very important functions and supplement the inadequate number of professional persons serving in the Ministry itself.

On the regional level, the administrative obligations—as regards finance in particular—are divided between the country and the State. School directors

are State representatives in both administrative and supervisory matters.

In the communes, administration of the primary and secondary general schools is by local school boards of which the members are chosen by the municipal councils. Management committees for each primary school are responsible for furnishing the school boards with information and advice. A school inspector may be appointed for a commune. He is the executive secretary of the school board and is in charge of the daily management of the commune's primary school and continuation school systems.

The following works may be consulted:

- 24 HOVE, Olav. *An outline of Norwegian education*, 2nd ed. Oslo, Royal Norwegian Ministry of Foreign Affairs, 1958. 189 p.
A thorough survey of the Norwegian school system, with emphasis on administration and organization. Separate chapters describe the different types of schools.
- 25 *Hvem svarer på hva i staten?* (Who answers what in the country?), 2nd ed. Oslo, Tanum, 1959. 247 p.
A guide to locating the proper office or department in the central administration. Subjects are grouped roughly and arranged alphabetically by catchwords. The necessary information and additional comments are presented in parallel columns. A comprehensive index makes educational information readily available.
- 26 HUUS, Helen. *The Education of children and youth in Norway*. Pittsburgh, University of Pittsburgh Press, 1960. 247 p.
- 27 WILEY, George M. *The Organization and administration of the educational system of Norway*. Oslo, Royal Norwegian Ministry of Foreign Affairs, 1955. 275 p.
An analysis and review of the organization of administration of the educational system of Norway, from elementary schools to colleges and universities, from local school authorities to the legislative body.

[See also 6, 21, 22 and Denmark 24.]

Structure and organization

The unified school system where all secondary education is based on the common elementary school has been a strong driving force in the organizational development of the Norwegian system of education. Pre-primary education is supervised primarily by the Royal Ministry of Social Affairs; most of the pre-primary establishments are set up and sponsored by

private organizations, industrial concerns or associations of national scope.

Primary education is compulsory from the seventh to the fourteenth year. The new 1959 Law on the Elementary School [17] makes of the compulsory school a nine-year course from the seventh to the sixteenth year.

According to the Law of 1951 [14], special schools are provided for children of limited ability—the deaf, the blind and those suffering from speech defects. A directorate in the Ministry for Special Schools is the administrative authority.

Three main types of schools offer general secondary education: the continuation school, the folk high school, and the *realskole* and *gymnas* (which prepare for the matriculation certificate).

Commercial education is offered by vocational schools for commerce and clerical work and by commercial *gymnas*.

Vocational education is provided through the comprehensive basic training in agriculture, industry and handicrafts which is given in a wide range of schools.

There follow [28-42] works concerned with curriculum standards and material prepared as official guides:

- 28 *Normalplan for byfolkeskolen* (Curriculum for urban primary schools), 3rd ed. Oslo, Aschehoug, 1957. 263 p.
- 29 *Normalplan for landsfolkeskolen* (Curriculum for rural primary schools), 4th ed. Oslo, Aschehoug, 1954. 270 p.
The two plans above were intended for teachers' use as guides to methods and content of teaching at different levels of the primary school. Activity methods are recommended; minimum standards are suggested for each subject. Chapters are devoted also to the evaluation and marking of pupils' work.
- 30 KIRKE- OG UNDERVISNINGSDEPARTEMENTET. *Veiledning i ordning av hjelpeundervisning i folkeskolen* (Guide to the curriculum of special education in primary schools). Oslo [1959]. 31 p.
A guide to the organization of special education, published by the Ministry. The need for this type of education is stressed and means of selecting suitable pupils are suggested.
- 31 ——. *Innstilling fra Kompetansekomiteen for den 9-årige enhetsskole* (Proposal from the Committee on competence for the nine-year comprehensive school). Oslo, 1959. 59 p.
Results of the task given by the Ministry to a special committee—to compare qualifications of the nine-year school and the *realskole*, propose entrance requirements for the various schools for further education based on the nine-year school, and discuss the examination system.

- 32 *Laereplan for forsøk med 9-årig skole* (Curriculum for experiments with the nine-year school). Oslo, Aschehoug, 1960. 431 p. (Forsøk og reform i skolen, 5).
Intended to be used as a guide in the newly established nine-year school and to assist writers. Contains the proposed teaching plans. For some subjects there are complete plans for grades 1-9, while for others only the upper grades are covered.
- 33 *9-årig skole. Planlegging, bygging* (Nine-year school. Plans, buildings). Oslo, Aschehoug, 1960. 130 p. (Forsøk og reform i skolen, 4).
Discusses the introduction of the nine-year elementary school. Separate chapters deal with administration and organization, school building and equipment of classrooms for domestic science, art subjects and science laboratories.
- 34 *Framhaldsskolen. Lov og plan* (Continuation schools. Law and curriculum). Oslo, Grøndahl [1948]. 65 p.
Contains, as well as the law and official regulations concerning continuation schools, curricula and general suggestions for the organization of a variety of courses which are specially encouraged in these schools. Includes a detailed list of teaching aids and materials.
- 35 *Undervisningsplaner for den høgre almenskolen* (Curricula for secondary schools), 3rd ed. Oslo, Fabritius, 1959. 168 p.
Contains the official plans for secondary school teaching. Specifies goals for the teaching of the various subjects, offers guides to teaching aids, and lists examination standards. Includes also general comments on methods to be adopted.
- 36 *KIRKE- OG UNDERVISNINGSDEPARTEMENTET. Innstilling fra Komiteen til å utrede behovet for samlegymnas* (Proposal from a committee appointed to investigate the need for consolidated gymnas). Oslo, 1960. 111 p.
A committee appointed by the Ministry makes proposals for consolidated gymnas for larger districts and discusses the administrative and economic problems involved. The main part of the document consists of surveys of the existing situation in the counties, for each of which the committee makes separate recommendations.
- 37 *KOMMUNAL- OG ARBEIDSDEPARTEMENTET. SAMORDNINGSNEMNDA FOR YRKESRETTELEIING. Innstilling om yrkesrettledning for skoleungdom* (Proposal on vocational guidance in schools). Oslo, 1957. 74 p.
Contains the proposals of the Joint Committee for Vocational Guidance which was appointed by the Royal Ministry of Municipal Affairs and Labour to draw up recommendations for content of vocational guidance work in schools, to co-ordinate the experiments under way in this field in different types of schools, and to suggest ways and means of qualifying teachers in vocational guidance.
- 38 *MORTENSEN, Gunnar; PERSSON, Sven. Vocational training in Norway. A survey*. Oslo, Norwegian Joint Committee on International Social Policy, 1956. 106 p.
- Vocational training in the fields of agriculture, seamanship, industry, commerce and public service—presented in short chapters. Outlines and sketches of the type of training and of institutions and schools operating in the field.
- 39 *Laerarskolen. Lov, reglement og undervisningsplaner* (Teacher training college law, regulations and curricula). Oslo, Grøndahl, 1939. 143 p.
The first part contains the Act on training colleges for teachers, regulations for teachers and students of these colleges, and standards for enrolment and examinations. Includes also plans for teaching the various subjects and detailed comments regarding curricula in the four-year and two-year training college courses.
- 40 *Laererskolehandboka* (Guide for teacher training). Oslo, Landslaget for norske laererskoleelever, 1953. 130 p.
A handbook providing information on teacher training. Deals with work and examinations at the teacher training colleges, information about fellowships available, the Student Loan Fund, further training facilities and specialization.
- 41 *Kommunal- og sosial håndbok for Norge* (Handbook for municipal and social work in Norway), 2nd enl. ed. Oslo, Norsk Forening for Sosialt Arbeid, 1952/53. 2 vols.
Handbook of current practice, rules and regulations in the field of social and communal work. Central aspects of education are treated in Volume I, chapters VII-X, where child welfare, cultural activities, vocational guidance and training, etc., are discussed. A subject index makes it easy to find material relating to education.
- 42 *PEDAGOGISK SEMINAR. Studieplan, reglement og eksamensoppgaver* (Curriculum, regulations and examination subjects). Oslo, 1955. 67 p. Roneo.
Study plans at the seminar which is responsible for teaching education subjects to graduate students. A general introduction to the course.
- General works on teaching methods include:
- 43 *Aschehougs metodeverk* (Aschehoug's collection on teaching methods). Oslo, Aschehoug, 1954. 2 vols. Volume I (299 p.) presents teaching methods applicable to the rural schools, dealing first with special aspects; specific problems are treated in separate chapters on undivided schools and those of two, three or four divisions. Volume II (429 p.) contains articles centred on the home and school, school equipment and teaching aids, guidance work and teachers' responsibilities.
- 44 *BUE, Torgeir. Pedagogisk metodikk* (Teaching methods), 3rd ed. Oslo, Gyldendal, 1959. 275 p.
Intended mainly as a textbook on teaching methods for students in training colleges. The author offers a number of suggestions for daily school work also.
- 45 *HÅTUFT, Monrad M., ed. Se - hør - laer. Om de audio-visuelle hjelpemidler i undervisnings og opplæring* (Look, listen, learn. Audio-visual aids in teaching). Oslo, Forlaget Se-hør-laer, 1954. 248 p.

- An introduction to the use of audio-visual aids in teaching. Reviews the different types of aid. Gives technical details concerning some of the standard apparatus.
- 46 KIRKE- OG UNDERVISNINGSDEPARTEMENTET. *Innstilling fra Komiteen til å utrede spørsmål som oppstår i forbindelse med bruken av audio-visuelle hjelpemidler i skolen* (Proposal from the committee appointed to investigate questions arising from the use of audio-visual aids in school). Oslo, 1958. 94 p.
The Committee on Audio-Visual Education discusses the problems of adapting audio-visual aids to the teaching carried on at present in the different grades and schools. Deals with the production and distribution of audio-visual aids and the need to arrange for special training of teachers.
- 47 RUGE, Herman. *Oppdragelse og undervisning* (Education and instruction), 3rd ed. Oslo, Gyldendal, 1956. 185 p. (Arbeidsmåten i den høgre skolen, 2).
Published in a series for secondary school teachers. The author presents the most pertinent aspects of educational psychology and methodology.
- 48 SANDERUD, Roar, ed. *Fagmetodikk for folkeskolen* (Subject matter methods in primary schools). Oslo, Gyldendal, 1960. 583 p.
Chapters on methods for most of the subjects taught in the primary school, with useful suggestions for teaching. Special sections for teaching slow learners, etc.
- 49 SMEMO, Erling. *Pedagogikk i praksis. Didaktikk og aktuelle lærerproblemer* (Practical pedagogy. Didactics and the present day teacher training problem). Oslo, Cappelen, 1960. 187 p.
Deals with several problems in education in three main groups: didactic problems, special problems confronting teachers as a group, discussion of educational theory.
- 50 WANGERUD, Sonja; WANGERUD, Thorolf. *Fra sandkasse til gruppearbeid* (From playground to group work). Oslo, Fabritius, 1955. 270 p.
The greater part of the book gives descriptive accounts of group work in different school subjects, attempting to illustrate how teaching can be based on activity methods throughout the primary school.
- There follow [51-61] publications on the teaching of various school subjects:
- 51 NORSK SKOLEMUSEUM. *Uvalg av bibliotekets litteratur om arbeidsskole* (Selection of literature on active methods available in the Norsk Skolemuseum). Oslo, 1956. 8 p.
- 52 ——. *Uvalg av litteratur for formingsfagene* (Selection of literature on arts and handicrafts). Oslo, 1957. 45 p.
Bibliography of arts and handicrafts in school. Includes articles from Scandinavian journals in general.
- 53 ——. *Uvalg av litteratur om morsmåls-undervisningen* (Selection of literature on teaching the mother tongue), 2nd ed. Oslo, 1958. 44 p.
- 54 BRATLIE, Borghild; DITLEFSEN, Astrid. *Leikeboka* (Book of plays), 4th ed. Oslo, Cappelen, 1960. 80 p.
Published for Idrettsutvalget i Norges Lærerinnforbund (Committee on Sports in the Association of Women Teachers). Intended as a teachers' handbook for physical training. Gives plays and games for groups, listing them according to the level of difficulty.
- 55 BUE, Torgeir. *Regneundervisningens metodikk. Utarbeidet til Cappelens regneverk* (Method of teaching arithmetic. Prepared for Cappelen's collection of arithmetic publications). Oslo, Cappelen, 1958. 46 p.
A teachers' handbook especially prepared to accompany a series of arithmetic textbooks. Includes a general introduction to the series, covers basic problems in arithmetic, together with comments on each textbook for guidance to teachers.
- 56 CHRISTIANSEN, Ragnhild Lie. *Håndarbeidsboka for skole og hjem. Rettledning i kvinnelig håndarbeid* (Handicrafts for school and home. Guide in sewing, embroidery, etc.), 5th ed. Oslo, Cappelen, 1955. 183 p.
A handbook for teachers of handicrafts for girls. Techniques are explained and illustrated.
- 57 ERIKSEN, Ester; ØSTNOR, Gerd. *Heimstadlaere i småskolen* (Local history in primary schools), 3rd ed. Oslo, Cappelen, 1957. 47 p.
Handbook for first grade teachers. Gives the basic essentials of local history, geography and natural science. Offers suggestions for combining this instruction with the teaching of the mother tongue.
- 58 Eriksen, Magnus. *Norsk i storskolen* (Norwegian in upper primary schools), 9th ed., by Reinert Rødland. Oslo, Norli, 1959. 161 p.
A handbook for teachers of the mother tongue in the upper grades of the primary school.
- 59 JOHANNESSEN, Jacob Johan; VIKEN, Kaare. *Kroppsoving i landsfolkeskolen. Redskap og øvinger* (Physical education in rural primary schools). Oslo, Kirke- og undervisningsdepartementet, Statens ungdoms- og idrettskontor, 1956. 97 p.
Intended as a guide for teachers of physical training in rural schools lacking special rooms for such instruction. Offers suggestions for suitable equipment and training programmes.
- 60 LINE, Hagbart. *Aktiv språkopplæring. Språkmetodikk for den fyrste opplæring i engelsk* (Active language teaching. Methods of teaching English to beginners). Oslo, Gyldendal, 1955. 125 p.
Offers suggestions for the teaching of English at the initial stage. Provides a comprehensive introduction to the teaching of this subject.

- Introduces the teaching of matters connected with the promotion of peace. Suitable material is collected and presented in a way to fit into the daily teaching procedure in accordance with the curriculum [28 and 29]. Deals with most of the subjects taught in school, history excepted.

A committee for educational research has been established in Norway under the title

- Was set up by the municipality of Oslo in 1935. Has been a powerful agent in research.

More than a dozen publications covering research in curriculum planning, standardization of achievement and intelligence tests, school leaving, etc., have been issued. Some of the latest are:

- Investigates the reasons for playing truant in the primary school, using a sample of the wilfully absent in Oslo.

- Several problems related to examination results, social conditions, etc., are discussed on the basis of findings in the general medical examinations in the schools and considering results from intelligence and achievement tests in use in Oslo primary schools.

- 65 RIBSSKOG, B. *Samsvaret mellom evner og dyktighet i skolearbeidet* (The relationship between ability and success in school). Oslo, Gyldendal, 1951. 48 p. The author uses material from schools in Oslo to discuss the relationship between intellectual ability and success in school.

Today, the major part of educational research emanates from the

- Wergelandsveien 15, Oslo.

Charged with the responsibility of training graduate students and carrying out research. Brief research reports are published in a series edited by Professor Johs:

- 67 *Forskning og dannning* (Research and education),
1954-

1. *Undersøkelser over utvikling, læring og tilpasning i barne- og ungdomsalderen* (Research into the development, education and adjustment of children and youth). Oslo, Cappelen, 1954. 167 p.

2. —. Oslo, Cappelen, 1956. 261 p.
3. *Undersøkelser vedrørende utvikling, læring og skoleorganisasjon* (Research into development, education and school organization). Oslo, Cappelen, 1958. 191 p.
4. *Undersøkelser vedrørende engelskundervisningen i folkeskolen* (Investigation of English teaching in the primary school). Oslo, Cappelen, 1958. 205 p.

In another series, *Avhandlinger fra Universitetets pedagogiske Forskningsinstitutt* (Dissertations from the Educational Research Institute of the University of Oslo) the following works have been published since 1950:

- An investigation into children's understanding of symbols used in arithmetic. Also a discussion of problems related to the construction of achievement tests in arithmetic.

- The author traces the history of the first readers. A comprehensive presentation of methods in the teaching of reading to beginners is included.

- An investigation into the reading interests of young people.

- 71 TØNNESEN, Hans Olav. *Ungdom og kino. En undersøkning over kinovaner og filminteresse hos Oslo-ungdom i alderen 12 til 18 år* (Youth and cinema. Investigation of film habits and interests of young people in Oslo aged 12-18). Oslo, Cappelen, 1952. 138 p. (Avhandlinger . . . 10).

A discussion of the film habits of youth and investigation into the choice of films, the types liked by young people, the frequency of visits to cinemas, etc.

- 72 KRAUGERUD, Tor. *Ett års matematikk* (One year's arithmetic). Oslo, Cappelen, 1952. 77 p. (Avhandlingar . . . 11).

The author has constructed an achievement test in arithmetic for grade I of the secondary school. He discusses problems in connexion with standardization.

- 73 SIMONSEN, Kathrine. *Laererens ordbok. De ti tusen viktigste ordene i lærebøkene* (The teacher's dictionary. The ten thousand most important words in textbooks used in Norwegian schools). Oslo,

Cappelen, 1953. 95 p. (Cappelens bibliotek for pedagogikk og psykologi).

The author has worked out a frequency list of the 10,000 most important words from the textbooks used in the primary school. Problems of vocabulary are discussed briefly.

- 74 GJESSING, Hans-Jørgen. *En studie av lesemodenhet ved skolegangens begynnelse* (Reading maturity in school beginners). Oslo, Cappelen, 1958. 252 p. (Avhandlingar . . . , 12).

A doctoral dissertation concerning reading readiness, with findings regarding the possibility of predicting it, how to develop a permanent programme of testing reading readiness in school, and the value of such tests at the beginning level of primary school.

- 75 STØLEN, Andreas. *Edruskapsundervisning og elevreaksjon* (Temperance teaching and pupils' reactions). Oslo, Cappelen, 1958. 152 p. (Avhandlingar . . . , 13).

Investigation into the field of the formation of attitudes in school. The author has constructed an attitude scale and scores the reactions of primary school pupils to the experimental teaching of temperance.

The following body was established in 1954 as a first implementation of the Law on Experiments in Schools which was passed in that year:

- 76 FORSØKSRÅDET FOR SKOLEVERKET (State Council for Experiments in Schools)

Victoria terrasse 1/3, Oslo.

The council serves the Ministry by giving advice and by approving and supervising all matters concerning experiments in schools, e.g., aim of teaching, school organization, curricula, teaching aids and materials, etc. The members are nominated for a period of three years and the council is headed by a Director of Experiments in Schools. The council edits

Forsøk og reform i skolen (Experiments and reform in school).

Publications consisting of articles from all sections of the work dealt with by the council, e.g., school buildings, content and method of teaching, curriculum revision and construction, school administrative and organizational problems, guidance work and pertinent aspects of the training of teachers for the extended school programme. The following are from this series:

- 77 *Ungdomsskole for alle* (A youth school for all). Oslo, Aschehoug, 1956. 223 p. (Forsøk og reform i skolen, 1).

Articles presented at a course on experiments in school. Organizational, administrative and teaching problems are discussed in a number of fields.

- 78 *Barne- og ungdomsskolen for alle tar form* (The school for youth and children takes form). Oslo, Aschehoug, 1957. 221 p. (Forsøk og reform i skolen, 2).

Discusses the content of the nine-year school course. The need for pre-vocational education in the higher classes is stressed, and school programmes which include vocational subjects are considered.

- 79 NORDLAND, Eva. *Verdier i gammel og ny skole* (Values in old and new schools). Oslo, Aschehoug, 1958. 132 p. (Forsøk og reform i skolen, 3).

On the basis of material from the debate in Swedish papers over a number of years, the author gives a comprehensive review of questions connected with school reforms.

[See also 32 and 33.]

In the field of research should be mentioned also:

- 80 DAHL, Helge. *Norsk lærerutdanning fra 1814 til idag* (Norwegian teacher training from 1814 to the present). Oslo, Universitetsforlaget, 1959. 423 p. A dissertation offering a comprehensive view of factors of major importance in present day teacher training. Subject and person indexes.

- 81 —. *Språkpolitikk og skolestell i Finnmark* (Language policy and school management in Finnmark (Lapland)). Oslo, Universitetsforlaget, 1957. 358 p. In his dissertation the author investigates the school and language policy toward the Lapp minority in the northern part of Norway.

- 82 FORSØKSRÅDET FOR SKOLEVERKET. *Evalueringsproblemer i skolen og aktuelle eksamensspørsmål i de nordiske land* (Evaluation problems in schools and examinations in Nordic countries). Oslo, 1957. 53 p.

Reports on evaluation problems and examinations in schools, presented at the meeting of the Standing Committee of Experts for Nordic Co-operation in Educational Research and Experiments in School.

- 83 —. *Samfunnsfagene i nordiske skoler. Nordisk fagmøte i Oslo 6. og 7. april 1959 om samfunnsfagene i skolen* (Social studies in Nordic schools. Nordic conference in Oslo, 6-7 April 1959). Oslo, 1959. 45 p.

Reports and recommendations from a conference arranged by the Standing Committee of Experts for Nordic Co-operation in Educational Research and Experiments in School. The theme was the situation in the teaching of social sciences in Nordic schools.

- 84 HARBO, Torstein; MYHRE, Reidar. *Pedagogisk psykologi* (Educational psychology). I. *Utviklingspsykologi* (Developmental psychology). Oslo, Fabritius, 1960. 490 p.

The first of two volumes planned on educational psychology. General discussion of theories, principles and research methods in developmental psychology. A chapter on modern trends in the psychology of the personality is also included.

- 85 KRISTVIK, Erling. *Laeraryrket*, 4th rev. ed. Oslo, Norli, 1953. 392 p.

In this textbook of educational psychology the author deals with training and education.

- 86 MYHRE, Reidar. *Innføring i pedagogisk filosofi* (Introduction to the philosophy of education). Oslo, Fabritius, 1959. 367 p.

- An introduction to the philosophy of education attempts to show that education is more than psychology and sociology put to use. Methodology, educational objectives, the relationship between society and the school, character education and religious education are discussed.
- 87 NILSEN, Egil. *Interesser hos voksne. En kartlegging av fritidsinteressene innen den norske befolkning i alderen 15-69 år* (Interests of adults. An investigation into leisure time interests of adults aged 15-69). Oslo, Universitetsforlaget, 1958. 286 p.
Research into the spare time interests and activities of adults in Norway, instigated by the Joint Committee for Study Activity. Covers all age groups and varied forms of interest such as reading, organizational work and religious interests.
- 88 NORDISK SPESIALSKOLEKONGRESS. *Nordisk spesialskolekongress i Norge 1954*. Trondheim, Nidaros og Trøndelagens Boktrykkeri, 1956. 362 p.
Reports and discussions of the Nordic Congress for Special Schools. Contributions in special sections are devoted to the deaf, blind, speech handicapped and mentally retarded.
- 89 NORDISKE SKOLEMØTE. *Det 16. nordiske skolemøte. 5-7 august 1953 i Oslo*. Oslo, Nikolai Olsens boktrykkeri, 1954. 411 p.
Contributions covering all aspects of education, which were presented at the sixteenth Nordic Educational Congress, held in Oslo.
- 90 NORDLAND, Eva. *Sammenheng mellom sosial atferd og oppdragelse med en studie av foreldreholdningen som saerskilt faktor* (Relationship between social behaviour and education, with a study of the parents' attitude as a special factor). Oslo, Akademisk forlag (Universitetsforlag), 1955. 282 p.
- 91 NØRSTEBØ, Sigurd. *John Dewey's oppsedingsteori. Opphav og utvikling* (John Dewey's theory of education. Origin and development). Trondheim, Noregs Laerarhøgskule, 1953. 317 p.
A study of John Dewey's theories concerning education.
- 92 RUGE, Herman. *Forsøk i skolen* (Experiments in school). Oslo, Cappelen, 1953. 214 p.
A commemorative volume in honour of Herman Ruge, the head of Pedagogisk Seminar, on experiments in secondary schools. Most of the reports deal with experimental work in Norwegian schools. The material and findings presented are exclusive to this work.
- 93 ——. *Tanker omkring skolen. Organisasjon, arbeidsformer og kultursyn* (Thoughts about schools: organization, methods of work and cultural aspect). Oslo, Cappelen, 1954. 134 p.
The author of this collection of essays and speeches presents views on different aspects of school organization and structure, notes problems of curriculum building and development and the possibilities of extending and strengthening the use of activity methods in secondary school teaching.
- 94 SLETVOLD, Sverre. *Barna og litteraturen. En analyse av utviklingen av litterær vurdering hos norske skolebarn* (Children and literature. Analysis of the development of literary appreciation among Norwegian school children). Oslo, Universitetsforlaget, 1958. 456 p.
In this study of the development of literary appreciation, the classics, literature for leisure time reading and school readers are considered.
- The following work falls partly in the field of comparative education:
- 95 NØRSTEBØ, Sigurd. *Striden om religionsopplaeringa i den amerikanske skulen* (The fight over religious education in American schools). Trondheim, Noregs Laerarhøgskule, 1955. 236 p.
Based on the author's research while a student at Columbia University. An historical survey of the controversy regarding religious instruction in United States schools. In a separate chapter is a comparison between several European countries and the United States of America.

Textbooks and instructional materials

Textbooks and instructional materials are published by private firms, but must be approved by the Royal Ministry of Education before they may be used in schools. The types of schools must be specified in approval. Additional readers may be adopted without special permission.

A list of teaching aids and materials to be purchased for primary and continuation schools is edited by the Board of the Norwegian School Museum and published by the Ministry:

- 96 NORSK SKOLEMUSEUM. *Liste over undervisningsmateriel* (List of teaching aids). Oslo, Kirke- og undervisningsdepartementet, 1923- . Irregular.
The material is grouped in two sections: basic requirements for each school; a supplementary list by subjects.
- 97 ——. *Godkjente lærebøker for folkeskolen* (Approved textbooks for primary schools). Oslo, 1955. 17 p.
A list.
- 98 ——. *Godkjente lærebøker for framhaldsskolen* (Approved textbooks for continuation schools). Oslo, 1955. 3 p.
A list.
- 99 NORSK BOKHANDLERFORENING. *Alt for alle skoler* (Everything for all schools), 2nd ed. Oslo, 1959. 52 p.
A sales catalogue of textbooks, supplementary readers, teaching aids and literature on education and teaching methods. Published by the Norwegian Booksellers' Association. The

material is grouped according to subjects, but no distinction is made for different levels of teaching.

- 100 STATENS SKOLEFILMNEMND. *Skolefilm* (Films for schools). Oslo, 1947- . Irregular.

List of approved films for schools issued by the State Board of School Films and published in *Norsk skole* [19]. Information is given about the distribution agency. Included are technical details concerning the films, and suggestions regarding the level of instruction to which they are suited.

[See also 125.]

Education associations

Education associations are in general formed by educators from one type of school, e.g., National Union of Primary School Teachers, or on the basis of subject, as the Association of Teachers of Home Economics.

The associations of teachers have the twofold purpose of strengthening the economic and social status of the teacher and assisting in the further development of the type of school or the subject field the association covers.

A number of local parent-teacher associations are in operation, but there is no central body.

References to some educational and cultural associations are given in the *Statskalender* [6]. See also *An International directory of education associations* [International sources 2]; occasionally addresses have changed since publication of this work.

A few associations not given in the above directory are listed below, together with the name of the suitable addressee:

- 101 LANDSLAGET FORMING I SKOLEN (Association for Teachers of Arts and Crafts)
Norunn Skarstein, Statens kvinnelige industri-skole, Oslo.
- 102 NORGES BESTYRER- OG INSPEKTØRLAG (Association of Head Masters and School Administrators)
Skoleinspektør Olav Laukli, Drammen.
- 103 NORSK LAERARFYLKING (Norwegian Teachers Association)
Ottar Tverbakk, Rognan.
Association of teachers in primary schools. [For publication, see 111.]
- 104 NORSK SKOLEMUSEUMS VENNER (Friends of the Norwegian School Museum)
Møllergata skole, Oslo.
Publisher of material for teaching in special classes or schools, and of the series:
Skolehistoriske aktstykker (Reproduction of rare documents on school history), 1957- .

- 105 OSLO LAERERLAG (Association of Oslo Teachers)
Odd Øiseth, Manglerudveien 5, Manglerud.
An independent association of teachers in Oslo primary schools.
- 106 SKOLEPSYKOLOGISK FORENING (Association of School Psychologists)
Skolepsykolog Asheim, Asker.
Editor of tests published at the University Press, Oslo.

In several cases Norwegian education associations are national sections of Nordic associations where the responsibility of publishing, together with conference and congress activities, may be undertaken on a broader scale. Some Nordic associations have direct personal membership rather than national sections.

The most important of such associations from a documentary viewpoint are the following:

- 107 NORDISK BLINDLÄRARFORENING (Nordic Association for Teachers of the Blind)
Ragnar Sjöberg, Lund, Sweden.
[For the journal of this association, see 113.]
- 108 NORDISK FÖRBUND FÖR SPECIALPEDAGOGIK (Nordic Association for Special Education)
Norsk Hjelpeskoleforbund, Lars Hauge, Solhaug Skole, Bergen.
The address is that of the Norwegian section: Norwegian Association for Special Education. [For a journal of the Nordic association, see 114.]

Educational journals

Most educational journals are published by education associations, and deal with organizational and educational matters which have a bearing on the association's objectives.

Because of the expenses involved in book production and the limited number of potential buyers, a comparatively large amount of publication in the educational field is carried on through journals.

For information regarding Norwegian periodicals, the following index and listings are useful:

- 109 SOMMERFELDT, Wilhelm Preuss. *Norsk tidsskriftindeks* (Index to Norwegian periodicals), 1918- .
Oslo, Fabritius, 1936- .
The index, first published by Steenske Forlag, was started as a private enterprise. From 1946 on, it has been issued as a part of Sommerfeldt's *Bibliografisk bibliotek*. Material is arranged by the Dewey Decimal System. Most volumes contain an author index.
- 110 *Innenrikske blad og tidsskrifter* (Norwegian newspapers and journals). Oslo, Poststyret. Quarterly.

In its present form, published from 1952. Lists alphabetically the daily newspapers and journals which may be ordered through the Post Office. Place of publication, price, approximate weight, etc., are given. For lack of a subject index it is difficult to trace educational journals.

Reference may be made also to *An International list of educational periodicals* [International sources 3]. It does not mention the following [111-115], however:

- 111 *Fritt skoleblad* (Free school journal), 1956- . Bodø. 10 issues per year.

Published by the Norsk Lærarfylking (An association of primary school teachers).

- 112 *Musikk i skolen* (Music in schools), 1955- . Oslo. Quarterly.

Published by Landslaget Musikk i Skolen (Society for Music in Schools).

[See also 125.]

Several journals are published as a result of Scandinavian or Nordic co-operation. In such cases there are usually national editors and a chief editor:

- 113 *Nordisk blindetidskrift* (Scandinavian journal for the blind), 1940- . Trondheim. Half-yearly.

Nordic journal for teachers of the blind. Edited by Nordisk Blindlærerforening.

- 114 *Nordisk tidskrift för specialpedagogik* (Scandinavian journal for special education), 1922- . Borås, Sweden. Quarterly.

Edited by Nordisk Förbund för Specialpedagogik.

- 115 *Pedagogisk forskning. Nordisk tidsskrift for pedagogikk* (Educational research. Scandinavian journal of education), 1956- . Oslo. Quarterly.

Edited by Norsk pedagogikklag (Norwegian Association of Educationists) and published by the University Press, Oslo.

[See also Denmark 62.]

Educational statistics

From the school year 1951-52 statistics concerning general schools, universities and high schools were taken over from the Royal Ministry of Church and Education by

- 116 STATISTISK SENTRALBYRÅ (Central Bureau of Statistics)

Dronningens gate 16, Oslo.

The Bureau took over the statistics for technical and vocational schools from the school year 1952-53. Since then, educational statistics have been published in *Undervisningsstatistikk* [118].

Statistical information from the primary and continuation schools is collected through the school direc-

tors and that from the special schools through the Directorate for Special Schools. On the other hand, the folk high schools, secondary schools, technical and vocational schools supply information direct to the Central Bureau of Statistics.

The tables are issued by the Bureau in a series of duplicated sheets so that the material can be more rapidly accessible. The Bureau prints or roneographs occasional papers also.

There is no bibliography of educational statistics. The most important works are:

- 117 STATISTISK SENTRALBYRÅ. *Statistisk årbok for Norge/ Statistical yearbook of Norway*, 1880- . Oslo, 1881- .

At present published by Grøndahl, this is no. 12 of the series *Norges offisielle statistikk/Norway's official statistics*. It contains a chapter on education, science, entertainment, etc., as well as others on population, vital statistics and public health, with figures from previous years.

- 118 —. *Undervisningsstatistikk* (Educational statistics). Oslo, 1956- . Annual.

Statistics for the school year are now published by the Central Bureau of Statistics. For all educational institutions data are given on number of schools and geographical distribution, number of pupils by sex and level of instruction, length of school course, teaching staff for level of instruction, academic qualifications and pay scale, expenditure.

- 119 *Årsmelding om de kommunale skolene i Oslo* (Annual report on municipal schools in Oslo), 1857- . Oslo, Oslo skolestyres kontor, 1858- . Annual.

A report including information on administrative and organizational matters, statistics, educational activities and expenditures.

Education biography

- 120 ANDRESEN, Harald. *Norsk biografisk oppslagslitteratur* (Bibliography of Norwegian biographies). Oslo, Cammermeyer, 1945. 218 p.

Material is listed according to professions, with educationists on pages 132-47 and 152-60. Place and subject index.

- 121 BAKKE, Karl, ed. *Norske skolefolk* (Norwegian teachers). Stavanger, Dreyer, 1952. 2 vols.

Short biographical outlines of the lives of teachers who were either in service or retired at the time of publication. A similar work appeared in 1934.

- 122 EKRHEIM, Helga Sverdrup; EKRHEIM, Olav; NORÅS, Håkon. *Norges filologer og realister* (Norwegian philologists and realister.¹ Stavanger, Dreyer, 1950. 973 p.

1. *Realister* are those who have taken an examination at the Faculty of Science.

Short biographies of candidates graduated from the faculty of languages and social sciences and the faculty of science. A like publication appeared in 1933.

- 123 GRAM, Harald; STEENSTRUP, Bjørn. *Hvem er hvem?* (Who is who?). Oslo, Aschehoug, 1959. 747 p.
Short biographies of contemporary Norwegians. Since 1912 editions have been published at intervals of approximately four years.

- 124 *Norsk biografisk leksikon* (Norwegian biographical dictionary), vols. I-XIII (A-Sk). Oslo, Aschehoug, 1923- .
A standard biographical encyclopaedia of the lives and work of outstanding Norwegians.

It may also be noted that card catalogues to individual biographies are found at the University Library of Oslo, and at the Deichmanske Bibliotek and the Norwegian School Museum [1], also in Oslo. Further information may be obtained through these card catalogues.

Education museums and libraries

To establish means by which teachers could keep abreast of educational development, and to assist in organizing in-service training for teachers, definite plans for a school museum were adopted by the National Union of Teachers in 1898. Based on collections assembled since 1900 and on the work of the Teachers' School Museum of 1911, the Norwegian School Museum [1] was opened in 1921. Subsequently, regional school museums were also established, with approximately the same objectives as the central museum.

The library of the School Museum has a complete collection of material published in Norway on edu-

cation and related subjects. The yearly accession of books from national sources and from abroad is about 1,800—which means that the library is relatively well stocked. Two hundred and fifty journals are received currently.

A list of teaching aids and materials is edited by the Board of the Norwegian School Museum and published by the Royal Ministry of Church and Education [96].

A few series of publications are issued in co-operation with the Friends of the Norwegian School Museum [104]. An informative periodical is issued:

- 125 *Pedagogisk orientering*, 1961- . Oslo. Quarterly.
Gives annotated lists of books and teaching aids, and annotated reviews in English of selected articles from Norwegian educational journals.

Teaching aids and materials for special classes and schools are published, as well as a series of reproductions of rare documents from Norwegian school history [104], a field for which the museum is responsible.

An education exhibition service for teachers is maintained on the premises of the museum. Displays are sent about the country also.

Inter-availability of educational resources

There is no publication on the exchange of persons and on other related activities. Information may be requested from:

- 126 KONTORET FOR KULTURELT SAMKVEM MED UTLANDET (Office of Cultural Relations with Foreign Countries)
Roald Amundsensgate 6, Oslo.

No centre for education documentation existed in Pakistan at the time of its emergence as an independent sovereign state in August 1947. At the first meeting of the Advisory Board of Education for Pakistan, held at Karachi from 7 to 9 June 1948 [7] it was decided to set up a Bureau of Education within the Ministry of Education. Since its creation, this bureau has included an Education Documentation Section which served as the clearing house of educational documentation. Within less than a year, the section had built up a collection of about 1,000 volumes of reference books, pamphlets, documents, etc. For three years it gave proof of an active spirit of service; subsequently, however, the section was greatly handicapped by a shortage of staff.

A Unesco aid mission, visiting Pakistan from October to December 1957, made draft proposals for the expansion and development of the existing Central Bureau at Karachi and the creation of two new bureaux in East and West Pakistan. While the Central and East Pakistan Bureaux are still in the process of development, the following has expanded considerably since its creation in October 1958.

1 WEST PAKISTAN BUREAU OF EDUCATION

1 Langley Road, Lahore.

Comprises three sections—for documentation, statistics and publications respectively. The Documentation Section is further subdivided into a Library Division, Journals and Clippings Division, and Information and Bibliography Division. The library holds highly specialized educational material, both national and international. It provides reference services to research scholars, teachers and educational administrators. The Journals and Clippings Division provides similar services and its collection, though limited, is fairly representative. Clippings are filed in chronological order to facilitate their use for reference purposes. The Information and Bibliography Division answers inquiries relating to education from varied sources both home and foreign, and prepares bibliographies and reading lists on request.

Reference works

2 TARAQQI, Anjuman. *Bibliography of reading materials for new literates in Urdu*. Karachi, East Publications, 1959. 49 p. In Urdu.

Compiled with the aid of Unesco, this list meets a long-felt need to bring together all the Urdu literature produced for new literates. It consists of 265 titles, including two appendixes which form part of the compilation. The work is very comprehensive, every possible detail being included about each item.

3 WEST PAKISTAN BUREAU OF EDUCATION. *Bibliography of books, pamphlets (English and Urdu) on education in Pakistan*. Lahore, 1961. 9 p.

Compiled by Mr. Azam Siddiqi in the Documentation Section of the Bureau, this bibliography lists books, pamphlets and

documents issued in Pakistan and those published abroad on Pakistan education. The index, consisting of 96 English and 32 Urdu works on different aspects and levels of education, is arranged by author. For the benefit of an international audience, the Urdu section of the bibliography is given in Roman script.

4 ——. *Bibliography of theses, research reports, dissertations submitted to the Panjab University since 1947*. Lahore, 1961. 216 p.

A guide intended primarily for research students and teachers, resulting from a comprehensive bibliographical survey conducted by Mr. Azam Siddiqi. Records about 2,160 unpublished research reports of the Panjab University over the period 1947-60. Both the social and natural sciences subjects taught in the university are covered. There are three different sections, each dealing with one subject, e.g., history, sociology, education, etc., preceded by abstracts of the entries, which are arranged by author.

Legislative and policy documentation

The East India Company Act of 1813 was the first legislative recognition of a responsibility for mass education. It was not, however, until the beginning of the present century that the rapid development of primary education was considered to be a major responsibility of the State. The first step to provide a statutory basis for compulsory education was taken in 1919, in the area that now constitutes West Pakistan, by the undivided Punjab Government when it passed the Punjab Primary Education Act of 1919. This Act was later revised in 1940, providing for compulsory education throughout the province.

Similar laws were enacted also from time to time in other parts of what is now Pakistan. An example is the Sind Primary Education Act of 1947; for the complete text, see:

5 SIND. *The Sind Primary Education Act, 1947 (Act no. 27 of 1947)*. Karachi, Government Press [1947]. 13 p.

Other examples are:

The Bahawalpur Primary Education Act of 1948.

The Bengal Primary Education Act of 1919 as amended in 1952.

The Bengal (rural) Primary Education Act of 1930 as amended by East Bengal Act XX of 1951.

East Bengal Ordinance XVIII of 1951.

The North-West Frontier Province Primary Education Act of 1939.

While secondary education is not governed by any amount of comprehensive legislation, universities in Pakistan were established by statutory acts.

In 1947, the Government undertook to reorient the entire educational policy. A series of educational con-

ferences and meetings were held which took far-reaching decisions. In each meeting, the central objective of deliberations was to draw up decisions on the policy and administration of different aspects and levels of education. For information on these gatherings, see:

- 6 PAKISTAN. MINISTRY OF EDUCATION. *Proceedings of the Pakistan educational conference held at Karachi from 27th November to 1st December 1947*. 92 p. The first educational policy document in which the Minister of Education outlines the basis of future education in Pakistan. Contains, besides the conference resolutions, a number of reports of different committees, e.g., the University Education Committee, the Primary and Secondary Education Committee, and committees for adult education, women's education, education of backward classes, and scientific research and technical education.
- 7 ——. ADVISORY BOARD OF EDUCATION. *Proceedings. Meeting, 1st, held at Karachi, 7-9 June 1948*. Karachi, Manager of Publications, 1948. 49 p. Contains a report on the activities of the Central Education Division, another of the provincial governments, a set of questionnaires designed to collect information on existing educational and cultural facilities, and a record of the proceedings to ascertain the ways and means of implementing the recommendations passed in an earlier educational conference.
- 8 ——. ——. *Proceedings. Meeting, 2nd, held at Peshawar 7-9 February 1949*. Karachi, Manager of Publications, 1949. 86 p.
- 9 ——. ——. *Proceedings. Meeting, 3rd, held at Dacca 14-16 December 1949*. Karachi, Manager of Publications [1950?]. 161 p.
- 10 ——. ——. *Proceedings. Meeting, 4th, held at Lahore 29 November to 1 December 1950*. Karachi, Manager of Publications [1951?]. 72 p.
- 11 ——. ——. *Proceedings. Meeting, 5th, held at Bahawalpur on 4-5 March 1953*. Karachi, Manager of Publications [1953]. 289 p.
- 12 ——. ——. *Proceedings. Meeting, 6th, held at Peshawar from 2-5 March 1954*. Karachi, Manager of Publications [1954]. 142 p.
- 13 ——. ——. *Proceedings. Meeting, 7th, held at Karachi*. [Karachi, Manager of Publications].
- 14 RAHMAN, Fazlur. *New education in the making in Pakistan: its ideology and basic problems*. London, Cassell [1953]. 166 p. Contains lectures and addresses delivered by the author at various meetings mentioned above, from November 1947 to October 1952. Tells the story of educational planning and enumerates the many problems—historical, cultural and educational—which confronted the nation at that time. The speeches are arranged chronologically, in subject order.

The Advisory Board of Education had frequently recommended appropriate means for solving educational problems and had done a considerable amount of useful spadework for the planning of education. However, because of its preoccupation with grave problems arising from the severe dislocation and damage caused by partition, the Central Government could not undertake the formulation of a national plan. When conditions improved, by the end of 1951, it became imperative that an integrated programme of educational development should be drawn up. The works below relate to new plans:

- 15 PAKISTAN. MINISTRY OF EDUCATION. *Six-year national plan of educational development for Pakistan*. Karachi, 1954. Part I: 142 p. Part II: 6 p. Concerned with both the qualitative and quantitative aspects of education, provides basic principles and ideals which should animate any planning. The aim is to achieve an integrated and balanced development of education within a period of six years. Part I describes the plan, while Part II deals with its financial implications and such limitations as are imposed by the availability and training of teachers, availability of building material and equipment, etc.
- 16 ——. MINISTRY OF EDUCATION AND SCIENTIFIC RESEARCH. *Government resolution on the report of the Commission on National Education, 1960*. A small policy brochure of the present revolutionary government. Contains the specific recommendations of the Commission on National Education which were endorsed by the Government for implementation. Begins with a short history of the background leading to the formation of the commission; following this are recommendations which can be listed under two headings: broad policy reforms; specific recommendations.
- 17 ——. ——. *Report, Jan.-Aug. 1959*. Karachi, Manager of Publications, 1960. 360 p. A scholarly work on education which gives a critical review of the weaknesses and inadequacies of the existing system; brings to light the most crucial difficulties and the national needs. Outlines a realistic plan of education on which the national system should be built, and determines the way to advance.

Administration of the educational system

In each of the sections of Pakistan, education is a provincial responsibility. The function of the Central Government is to co-ordinate educational policies throughout the country and to guide and stimulate planning for educational development on a national basis. In each province is a department of education headed by a secretary of education responsible for planning and policy. The executive department comes under the Directorate of Public Instruction, which carries out government policies and looks

after the general administration and organization of the school system. Various boards of secondary education are responsible for activities connected with school recognition, examinations, syllabuses and textbooks. The respective directorates exercise control over the educational system through grants in aid and provide systematic supervision by a corps of inspectors who make regular visits to educational establishments to see that the standards prescribed are duly met.

The sources of government funds for educational purposes, including assistance to needy students, are direct and indirect taxes and occasional private donations. All expenses in the public schools are borne by the Government, and most private schools receive grants in aid if they are of a satisfactory standard and meet stipulated conditions. The Government also makes occasional grants of lump sums to various institutions for the purpose of erecting school buildings and purchasing equipment—including audio-visual materials such as maps, globes, charts and radios. In public schools, teachers' salaries are borne by the Government. In private schools, the respective managing committees or boards of governors are responsible for paying their staff.

No annual report on education is published regularly. A brief summary of educational developments for the year may be found in the *International yearbook of education* [International sources 5] and in the following work published by the Government:

- 18 PAKISTAN, 1947/48- . Karachi, Pakistan Publications. Annual.

Structure and organization

Pre-primary education is little developed. There are, however, a few pre-primary schools which are located in urban centres and are privately operated. They are fairly free of government regulation in matters of curricula, hours and teaching methods.

Primary education extends over a five-year period (pupils 6-11 years old), from Class I to Class V, and is articulated with the middle and high school courses. However, in the Hyderabad Region of West Pakistan there is a seven-year course consisting of four years of lower primary and three years of upper primary.

A general work on education is

- 19 SASSANI, A. H. K. *Education in Pakistan*. Washington, Office of Education, 1954. 92 p.

Written by a Pakistani; one of a series of basic studies of foreign education undertaken by the Office of Education of the United States Department of Health, Education and Wel-

fare with a view to furnishing students of comparative education with data on education in Pakistan. Contains comparatively more detailed information on higher institutions of learning than on other levels of education in Pakistan. Information is based on data gathered by the author in Pakistan in May and June 1952. Includes statistics.

The following references deal mainly with compulsory and adult education; the first two concern Pakistan as a whole:

- 20 PAKISTAN. *A Brief report on compulsory primary education in Pakistan*. Karachi, 1952. 25 p. Mimeographed.

A report presented to the Regional Conference on Free and Compulsory Primary Education which was organized by Unesco at Bombay from 12 to 23 December 1952.

- 21 SHAMSUL HUQ, Mohammad. *Compulsory education in Pakistan*. Paris, Unesco, 1954. 169 p. (Studies on compulsory education, XII). Published also in French.

Part of a series attempting to show how the principles of universal free and compulsory education are being applied in various parts of the world. Factual for the most part, this work contains some comments and interpretations by the author. Ends with a short bibliography.

- 22 EAST PAKISTAN. *Compulsory primary education scheme, East Bengal*. Dacca, 1951. 12 p.

Outlines a scheme for introducing mass primary education of which the ultimate objective is compulsory primary education for all children in the province. This little pamphlet brought out by the Education Department is meant for general information and for official use only.

- 23 SULEMANI, I. H. *Adult education in West Pakistan*. Lahore, West Pakistan Bureau of Education, 1960. 40 p.

One of a series of pamphlets on various aspects of education being brought out by the West Pakistan Bureau of Education. Discussion of the theory and practice of adult education, with emphasis on its curriculum, teaching methods, organization and administration in West Pakistan. The pamphlet is intended for community workers and educational administrators.

A valuable reference for West Pakistan is

- 24 WEST PAKISTAN. *West Pakistan yearbook*, 1956- . Lahore, Public Relations Department. Annual.

Secondary education is provided in different types of schools. In the category of general education are middle schools and high schools. There are also polytechnical and technical schools, industrial schools, schools for arts and crafts and special schools for the handicapped, as well as cadet schools which are managed and controlled by the Education Branch of the Defence Department and provide general education with an emphasis on military training.

The following reference gives information on secondary education in Pakistan:

- 25 MOHYUD-DIN, Sultan. *Secondary education in Pakistan with special reference to Karachi administration*. Karachi, 1953.

Higher education consists at present of three stages: intermediate (arts and science) for two years; bachelor's degree course (arts and science) for two to three years; master's degree course (arts and science) for one to two years. The duration of the degree course in medicine or engineering is four to five years.

The medium of instruction in all these stages of higher education is English and the controlling authority is the university with which the institutions giving the courses are affiliated.

The following works may be consulted with reference to higher education:

- 26 AFZAL HUSSAIN, Mohammad. *Higher education examined*. Lahore, Panjab University Press, 1956. 84 p.
 27 ——. *The masters*. Lahore, Panjab University Press, 1957. 153 p.
 28 MANGALAM, Joseph J. *Study of students' mass failure*, nos. 1 and 2. Lahore, Panjab University Press, 1960. 2 vols. Mimeographed.
 29 WEST PAKISTAN BUREAU OF EDUCATION. *Medical education in West Pakistan*. Lahore, 1961.

[See also 32 and 33.]

Education associations

For information on education associations in Pakistan, *An international directory of education associations and Teachers' associations* . . . may be consulted [International sources 2].

Educational journals

A list of educational periodicals as of 1953 may be found in:

- 30 *A Guide to periodical publications and newspapers of Pakistan*, by A. Moid and Akhtar H. Siddiqui. Karachi, Pakistan Bibliographical Working Group, 1953. 60 p. (Its publication no. 2).

Education periodicals are noted from pages 10 to 12. While this is a useful guide to the most important journals in education, it has not been brought up to date.

Somewhat more recent (1957) is *An international list of educational periodicals* [International sources 3], now being revised.

Educational statistics

A general statistical work is

- 31 *Pakistan statistical yearbook*, 1952- . Karachi, Central Statistical Office. Annual.

One chapter covers education and culture. It includes statistics on primary, secondary and vocational education, as well as on teacher training.

At the provincial level, educational statistics in West Pakistan are compiled by the statistical section of the West Pakistan Bureau of Education. Since its inception in 1958, the section has been compiling annual statistical bulletins relating to all types and levels of education in the province. Direct responsibility for statistics is held by the statistical sections of the regional directorates of public instruction and forwarded in assembled form to the bureau, which prepares and publishes the bulletin every year.

The bureau issues statistics in:

- 32 WEST PAKISTAN BUREAU OF EDUCATION. *A Directory of high school education in West Pakistan. Part I: Quetta Region*. Lahore, 1960.
 33 ——. *A Directory of high school education in West Pakistan. Part II: Peshawar Region, 1959-60*. Lahore [1961]. 72 p.
 Primarily statistical, but gives a brief survey and diagram showing the administrative hierarchy.
 34 ——. *Educational statistics for West Pakistan*, 1958- . Karachi. Annual.

Education biography

No education biography of national scope has yet been compiled. The following document is of some assistance:

- 35 THE INTER-UNIVERSITY BOARD FOR PAKISTAN. *Research and advanced teaching in the humanities in the Pakistan universities*. [Karachi, 1958]. 116 p.
 Lists a few of the leaders in education connected with research and advanced teaching in the field of the humanities (the history of culture, Islamic studies, comparative religion, philosophy and literature).

These works, while more general, contain some biographical information on persons concerned with education:

- 36 *The Pakistan civil list*, Oct./Dec. 1950- . Karachi. Quarterly.
 'A complete directory of the Pakistan civil service and other higher services under Government'.

- 37 *The Pakistan year book and who's who, 1949-* Karachi, Kitabistan. Annual.

In the separate yearbook section devoted to education may be found, under universities, names of chancellors, deans, etc. The 'who's who' section, of some 50 pages, is an alphabetical listing, with no classification by professions. Some educators are included.

Education libraries and museums

- For information on libraries and museums, consult
- 38 *A Guide to Pakistan libraries, learned and scientific societies and educational institutions, biographies of librarians in Pakistan*, rev. ed. Karachi, Pakistan Bibliographical Working Group, 1960. 166 p. (Pakistan Bibliographical Working Group. Publication no. 3).

Includes sections on libraries, grouped by category; educational institutions; museums and art galleries; learned and scientific societies and institutions; biographies of librarians in Pakistan. The Ministry of Education Library is described on pages 33-4 and the All-Pakistan Educational Conference on pages 121-2. Descriptions of college and university libraries are included, with, for each, address, nature and size of collection, membership, type of access, catalogue used, hours, librarian, etc. At the end of the work is an index by title of institution.

The above mentioned work does not contain any reference to the

- 39 EDUCATIONAL LIBRARY, WEST PAKISTAN BUREAU OF EDUCATION.

Set up in 1958. A reference institution specializing in the field of education and holding a collection of about 3,000 specialized works.

[See 1 for the address of the above.]

A national bibliography beginning with imprints for 1955 is now regularly compiled and published by the staff of the university library. Two numbers have appeared:

- 1 *Bibliografía retrospectiva de libros y folletos, 1957-1955* [sic] preparada por el Grupo Bibliográfico de la Universidad, dirigido por . . . Carmen D. de Herrera. Panamá, Universidad, Oficina de Información y Publicaciones, 1958. 63 p. Processed.
- 2 *Bibliografía panameña de libros y folletos, 1958-1960*, preparada para el Tercer Seminario Bibliográfico de Centro América, el Caribe y Panamá, por Carmen D. de Herrera. Panamá, Universidad de Panamá, Biblioteca, 1960. 44 p. Processed.

Entries are grouped in an author alphabet for each year, in separate sections for books and for pamphlets. Many works on education are included; a large number of them will be found under the corporate heading for the Ministry of Education and its subdivisions. There are no indexes. Most of the entries have short descriptive annotations.

A retrospective bibliography consisting of a catalogue of national imprints in the collections of the university library is also available:

- 3 UNIVERSIDAD DE PANAMÁ. BIBLIOTECA. *Bibliografía panameña*. Panamá, Ministerio de Educación, Comité Nacional Pro-Bibliotecas, Biblioteca Nacional, 1954. 109 l. Processed.

Arrangement is alphabetical by author. The inclusive dates of entry are roughly 1900 to 1952. There are no indexes.

Panamanian imprints have been included in the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4] since 1956.

The *Handbook of Latin American studies* [Bolivia 2] and *Caribbean acquisitions* [Costa Rica 5] list books from Panama from time to time in their sections on education.

See also *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The Constitution of 1946 decrees that pre-primary, primary and secondary education shall be at the cost of the State, that primary education shall be compulsory, and that the State shall provide the student with all materials necessary to his training (Article 78). Liberty of education is guaranteed, but the State reserves the right of inspection and regulation of private schools (Article 79). Article 83 specifies that the necessary incentives shall be established for the publishing of textbooks, and for the adoption

of norms for selecting official texts. Articles 86-87 recognize the autonomy of the university and the State's obligation to provide the necessary financial support. The State shall encourage the establishment of technical, industrial, professional, agricultural and commercial schools, adapting them to the specific needs of the country. Guidance services shall be provided for students from the primary level up (Article 89). Municipalities are obligated to contribute to the promotion and maintenance of education; the law shall determine what part of municipal income is to be assigned for the purpose, said fund to be spent in the contributing district (Article 190).

- 4 *Constitución de la República de Panamá*. Panamá, Consejo Municipal del Distrito de Panamá, 1956. 136 p.

This edition of the text has a valuable set of indexes compiled by the Faculty of Law and Political Science at the University of Panama. Besides a subject index, there is an index in serial order of each article—indicating its content—and a list of decisions of the Supreme Court which interpret provisions of the Constitution.

A later edition of the Constitution includes the reforms introduced by legislative acts nos. 1 and 2 of 24 October 1956, but the reforms pertain only to the enumeration of articles and to transitory dispositions of the original version; they do not affect the provisions relating to education:

- 5 *Constitución de la República de Panamá, edición oficial*. Panamá, Ministerio de Educación, Departamento de Bellas Artes y Publicaciones, 1957. 95 p.

Currently in force, with some reforms, is the Organic Law of 1946:

- 6 MINISTERIO DE EDUCACIÓN. *Ley 47 de 1946, orgánica de educación y leyes y decretos de aplicación más frecuente, edición oficial*. Panamá, Imprenta Nacional, 1955. 199 p.

Includes the text of the law and modifications and additions up to 5 February 1954.

The important laws and decrees since that time are as follows:

- 7 MINISTERIO DE EDUCACIÓN PÚBLICA. *Ley número 12 (de 7 de febrero de 1956)*. . . . Panamá, Imprenta Nacional, 1956. 21 p.

Creates the Dirección de Personal (Personnel Bureau) in the Ministry, and modifies some articles of the Organic Law.

- 8 ——. *Decreto no. 100 (de 14 de febrero de 1957)*. . . . Panamá, Imprenta Nacional, 1957. 37 p.

Defines and redistributes some of the functions of the sections of primary, secondary and private education; other provisions relate to school inspectors and teachers.

- 9 *Ley número 23 (de 30 de enero de 1958)*. Panamá, Imprenta Nacional, 1958. 23 p.

Reforms 13 articles of the Organic Law, modifies articles 2 of Law 86 (1955) and 26 of Law 12 (1956), and makes further dispositions on student fees and their use, creates student fellowships, and lays down regulations concerning the qualifications, duties and rights of teachers and administrators.

- 10 'Decreto no. 485 (de 13 de noviembre de 1957)'. In: *Gaceta oficial*, vol. 57, no. 14,177, 18 Julio 1960, p. 3-4.

Modifies article 113, on retirement and salary increments, of the Organic Law.

- 11 'Decreto no. 122 (de 30 de abril de 1958)'. In: *Gaceta oficial*, vol. 57, no. 14,239, 30 Sept. 1960, p. 1-3. Implements articles 207 and 228, pertaining to the production of textbooks, of the Organic Law.

New laws of the National Assembly are regularly collected and published in:

- 12 ASAMBLEA NACIONAL. *Leyes expedidas por la Asamblea Nacional, edición oficial, 1904-*. Panamá, Imprenta Nacional. Annual.

Full texts are given in a chronological arrangement. Each number has a subject and chronological index.

A retrospective index to legislation was begun in 1958:

- 13 UNIVERSIDAD DE PANAMÁ. FACULTAD DE DERECHO Y CIENCIAS POLÍTICAS. SECCIÓN DE INVESTIGACIÓN JURÍDICA. *Legislación panameña, índices cronológica y analítico*, vol. I-. Panamá, Ministerio de Educación, Departamento de Bellas Artes y Publicaciones, 1958-

A chronological calendar by type of legislation, i.e., constitutions, legislative acts, decrees, resolutions, codes, laws and decree-laws. Part 2 is an alphabetical subject index citing the appropriate place in Part 1 where the law is identified and its appearance in the official gazette given. Volume I covers 1904-58. Volume II will be an *Índice de las disposiciones legales vigentes en Panamá*.

The University of Panama is governed by Law no. 48 of 1956:

- 14 UNIVERSIDAD DE PANAMÁ. OFICINA DE INFORMACIÓN Y PUBLICACIONES. *Estatuto*. Panamá, 1959. 94 p.

Contains the text of the Law, the articles of the Constitution relating to the university, and resolutions and agreements of the General University Council having a general and permanent character.

For further information on education legislation, see *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

Panama has a highly centralized system administered by the Minister of Education with the advice of the

National Council of Education. Locally there are Municipal Education Committees made up of representatives appointed by the Minister, by the teachers, and by the local parents' association. Funds for primary schools are provided by both the National Government and the municipalities, which contribute a percentage of local revenues as determined by law. Secondary schools are financed by the Ministry and administered through the Bureau of Secondary Education.

Curricula for public primary schools are laid down by the Minister working with the local boards or committees. Curricula of private schools are subject to government approval.

The University of Panama functions independently of the Ministry of Education and has a separate budget voted by the National Assembly.

The Ministry's annual report is

- 15 MINISTERIO DE EDUCACIÓN. *Memoria que el Ministro de Educación presenta a la Honorable Asamblea Nacional, 1904/06-*. Panamá. Annual. (Title and frequency vary.)

The general report of the Minister is followed by the detailed reports of the heads of the principal divisions (Primary, Secondary, and Private Education, Section on Teaching Materials and School Text, Statistics Bureau, etc.). Many statistical tables are included throughout. There is no index. For 1960 the reports of the heads of divisions were issued as an annex to the Minister's report.

For information on the budget of the Ministry of Education, see

- 16 MINISTERIO DE HACIENDA Y TESORO. *Presupuesto de rentas y gastos de la República de Panamá, 1919-21-*. Panamá. Annual. (Frequency has varied.)

The budget for the Ministry of Education is included in the national budget. Figures are given by departments and establishments, divided into salaries and services. There is a separate section for the university.

Structure and organization

A limited number of kindergartens for children 5 and 6 years old are available; they are usually attached to public normal schools or are operated privately. Attendance is not compulsory and these kindergartens are forbidden by law to teach reading and writing or to offer any other type of formal training.

The primary school programmes for both urban and rural schools comprise six years divided into three phases of two years each. Private schools must follow the official curriculum. Upon successfully completing the six years, the student receives an official certificate of completion of primary studies without which he cannot progress to the secondary level.

Secondary academic and normal school studies are based on a first cycle of three years of general studies. This is followed by the three-year baccalaureate programme for those students wishing to enter the university, or who will become primary school teachers. Commercial studies are also based on the three-year first cycle; the next three years comprise a specialized programme, completion of which enables the student to enter the School of Commerce of the university for a licentiate in commercial studies.

Vocational and technical training is based on a first year of general secondary studies followed by three years of specialized course work in any of such subjects as automobile mechanics, metal-working, electricity, leather-working, tailoring and dress-making, agriculture, and so on.

The University of Panama offers advanced degrees in medicine, law, science, public administration and commerce, engineering, philosophy, literature, and education. A university degree is required of secondary school teachers.

Works on general studies include:

- 17 COMISIÓN DE ESTUDIO DE LA EDUCACIÓN NACIONAL. *Informe, 1947-1950*. Panamá, Imprenta Nacional, 1950. 256 p.

The Study Commission on National Education was appointed by the Minister in 1947 to survey and report on the status of education in Panama in order to provide a sound basis for necessary reforms. The report gives a history of the commission, as well as a short history and description of education in Panama, and presents the detailed reports of the various subject committees.

- 18 RODRÍGUEZ BOU, Ismael. *Estudio del sistema educativo de la República de Panamá, anexo a la Memoria del Ministro de Educación presentada a la Honorable Asamblea Nacional en sus sesiones ordinarias de 1957*. Panamá, Ministerio de Educación, 1957. 176 p.

Prepared for the Minister of Education as part of a general plan for the economic development of Panama, this survey describes the educational system with special reference to the contribution it can make in preparing students for productive careers. Deals frankly with the shortcomings of the present organization and programmes of study and proposes reforms aimed at increasing the usefulness of the school. Allied problems in financing of education are also considered.

- 19 UNIVERSIDAD DE PANAMÁ. ESCUELA DE TEMPORADA. *La educación en Panamá, mesa redonda sobre los problemas de la educación nacional, celebrada del 18 al 22 de marzo de 1957*. Panamá, Imprenta Nacional, 1957. 334 p.

Collects the discussions of the Round Table on National Problems of Education. They were treated under five broad aspects: fundamental questions; education in relation to

national development needs; teachers for today's schools—school, home and community—other problems (school buildings, instructional materials, etc.). The addresses by participating educators are given in full, as are the transcripts of subsequent discussions.

Recent progress in education is the subject of

- 20 MENDOZA, María Isabel. *La educación en Panamá durante el año escolar 1959-1960*. Panamá, Ministerio de Educación, 1960. 35 p.

An amplified version of Panama's report to the Twenty-third International Conference on Public Education (Geneva, 1960). There are some statistical data and an annex giving a résumé of the secondary school system.

See also the description of Panama's educational system in *Notas para un estudio comparado* [Costa Rica 47]. For a bibliography on primary education, see *Bibliografía de la educación primaria* . . . [Venezuela 28].

For a survey of vocational education, the following may be consulted:

- 21 PAN AMERICAN UNION. DEPARTMENT OF CULTURAL AFFAIRS. DIVISION OF EDUCATION. *Vocational education in Panama*. Washington, Pan American Union, 1952. 158 p. (Vocational education, series N, no. 16).

Surveys the organization and structure of vocational education, describes the kinds of training available in both public and private establishments, and provides summaries of courses of study.

Private education is described in

- 22 ICAZA, Teresa Meléndez de. *La educación particular en Panamá*. Panamá, Universidad de Panamá, 1956. 111 p.

A study of the historical development and present organization of private education in Panama.

Programmes of study for primary schools are contained in

- 23 MINISTERIO DE EDUCACIÓN PÚBLICA. *Programa de educación primaria para las escuelas de la República, edición oficial*. Panamá, 1958. 303 p.

Revised programmes for primary schools, carrying out the provisions of resolution no. 215 of 8 May 1953.

The official programmes for secondary schools have been issued on a subject basis by the Ministry:

- 24 MINISTERIO DE EDUCACIÓN PÚBLICA. *Ciencias, programa básico para la enseñanza de las ciencias en las escuelas secundarias*. Panamá, 1958. 327 p.
- 25 ——. *Educación física, programa oficial para las escuelas secundarias*. Panamá, 1956. 136 p.
- 26 ——. *Español, programa oficial para las escuelas secundarias*. Panamá, 1956. 143 p.

- 27 MINISTERIO DE EDUCACIÓN PÚBLICA. *Estudios sociales, programa oficial para las escuelas secundarias*. Panamá, 1956. 177 p.
- 28 ——. *Programas de educación secundaria, inglés; primer ciclo, ciclo de bachillerato, ciclo comercial*. Panamá, 1956. 81 p.
- 29 ——. *Programas de educación secundaria, matemáticas: primer ciclo, ciclo normal y ciclo comercial*. Panamá, 1957. 166 p.
- 30 ——. *Programas de religión y moral para el primer ciclo de educación secundaria*. Panamá, 1958. 33 p.

Education in Panama is discussed also in

- 31 WILGUS, A. Curtis, ed. *The Caribbean: contemporary education*. Gainesville, University of Florida Press, 1960. 290 p. (Publication of the School of Inter-American Studies, series 1, vol. 10).

A collection of 21 papers delivered at the tenth conference on the Caribbean held at the University of Florida in December 1959. By recognized authorities, the papers deal with such topics as educational problems, public education, private education, special education, educational exchange, general considerations, and bibliography. In scope, they cover variously Latin America as a whole, the Caribbean, or education in specific countries. Especially valuable is the article 'Bibliographical sources on education in the Caribbean', pages 267-83, by Mrs. Estrellita Hart of the Division of Education, Pan American Union.

Textbooks and instructional materials

The Government of Panama has a very active programme of textbook production and distribution. By resolution no. 568 of November 1955, there was created within the Ministry of Education the

- 32 SECCIÓN DE TEXTOS ESCOLARES Y MATERIALES DIDÁCTICOS

Responsible for evaluating, editing, publishing and distributing primary and secondary school textbooks. Regularly holds competitions for the purpose of encouraging the writing and compiling of new textbooks to meet the needs of the official curriculum. Commercially printed textbooks must be submitted to the section for decision as to whether they meet the standards of the Ministry. If a text, from whatever source, is approved, it is declared an official text for a period of four years, at the end of which time it is again reviewed by the section's Permanent Commission on School Texts. Lists of approved textbooks may be requested from the section.

Works published under the auspices of the Ministry of Education are printed by the National Printing House and are distributed free to schools throughout the country. In 1959 the Ministry distributed over 150,000 books.

Sources of books in Panama are listed in

- 33 QUIRÓS, María Teresa. *Guía de librerías, imprentas y editoras*. Panamá, 1958. Various pagings [14

leaves]. (In: Seminario Bibliográfico de Centro América y del Caribe, 2º, Panamá, 1958. *Informe final*. Panamá, 1958. Vol. 2).

This directory lists alphabetically under city the names, addresses, date of establishment, and specialization of publishers, printers, and booksellers in Panama.

To the list above [33] should be added the following government publishers and printers:

Imprenta Nacional, Apartado 1630, Panamá.

Departamento de Bellas Artes y Publicaciones, Ministerio de Educación Pública, Plaza de la Independencia, Panamá.

The Ministry of Education has no special department for audio-visual materials.

Education associations

Most of the education associations organized on a national basis are included in the list found in *Teachers' associations* . . . [International sources 2]. There is also:

- 34 FEDERACIÓN DE MAESTROS Y PROFESORES CATÓLICOS DE PANAMÁ

Calle 8a no. 1, Apartado 849, Panamá.

Educational journals

During the past few years the following technical and informational education journals have appeared at irregular intervals. Their current frequency or continued existence is conjectural.

- 35 *Educación, revista para maestros*, 1951- . Panamá. Irregular.

The official organ of the Sociedad de Maestros Pro-Educación Nacional.

- 36 *Nueva era*, [195?]. Panamá. Irregular.

- 37 *Revista de educación, organo oficial del Ministerio de Educación de Panamá*, 1957- . Panamá. Monthly.

Has appeared fairly regularly since May 1957. It is directed to teachers and educational administrators and contains reports on government programmes, news items on education at home and abroad, articles on teaching methods, and general literary and cultural articles.

- 38 *La voz del maestro*. Panamá, Asociación Magisterio Panameño Unido. Monthly.

Other periodical or serial publications of educational interest, such as official reports, bulletins, yearbooks and catalogues of secondary and higher educational

establishments, and student papers and magazines are listed in

- 39 RODRÍGUEZ, Carolina M. *Bibliografía de las publicaciones periódicas aparecidas en la República de Panamá, 1957-1954* [sic]. Panamá, 1958. 29 p. Processed. (In: Seminario Bibliográfico de Centro América y del Caribe, 2º, Panamá, 1958. *Informe final*, compilado por Luis Florén. Panamá, 1958. Vol. 2).

The publications for each year covered are divided into four categories: periodicals (dailies and weeklies), journals, bulletins, and annuals. Entry is alphabetical under each category. The listing indicates the issues published, and in many cases includes the date of establishment, even though it may be earlier than 1954. Some entries have notes on the history of the publication, editors and content.

Educational statistics

Panama has had a central statistical office since 1904. In 1940 it was placed under the Office of the Comptroller General under the name Dirección de Estadística y Censo. The bureau has the responsibility of co-ordinating the statistics compiled and sent in by official and non-official agencies. In practice, the government offices and ministries, many of which have special statistical sections, have a considerable degree of independence in initiating and carrying out statistical programmes. The bureau is called upon for consultative services when needed.

- The Ministry of Education has a
- 40 SECCIÓN DE ESTADÍSTICA, CORRESPONDENCIA Y ARCHIVOS
Collects, organizes and publishes the statistical data obtained from the Ministry's divisions and from local education authorities. Also forwards the information to the Bureau of Statistics and Census for publication in its *Boletín*.

University statistics are collected and published by the secretariat of the university [43].

Major statistical works are:

- 41 CONTRALORÍA GENERAL DE LA REPÚBLICA. DIRECCIÓN DE ESTADÍSTICA Y CENSO. *Censos nacionales de 1950, quinto censo de población. Vol. II: características educativas*. Panamá, 1954. 299 p.
Detailed comparative tables from the 1940 and 1950 censuses of illiteracy, school attendance, and educational level of the whole population above the age of 7, organized by province.
- 42 *Estadística panameña*, 1941- . Panamá. Quarterly. This bulletin of the Bureau of Statistics and Census usually includes a brief section supplied by the Ministry of Education. The first number for each year has a résumé of the previous year's figures, made up of tables with a running textual interpretation.

See also the annual report of the Minister of Education [15].

For university statistics, consult:

- 43 UNIVERSIDAD DE PANAMÁ. SECRETARÍA GENERAL. *Estadística universitaria, 1955/56- .* Panamá, Oficina de Publicaciones de la Universidad, 1955- . Annual.
Gives figures on number of students by sex enrolled and graduated from each faculty, students by school of origin, degrees earned, professors by college and sex, and similar data.

Education biography

There is no national 'who's who', nor any compilation of current biographies of editors. For a somewhat dated but still useful work, see *Quién es quién* . . . [Colombia 36].

Information about teachers in the school system may be requested from the

- 44 DIRECCIÓN DE PERSONAL
Ministerio de Educación, Plaza de la Independencia, Panamá.

A documentation centre was established by Decree No. 32,863 of 5 April 1958:

- 1 CENTRO DE DOCUMENTACIÓN PEDAGÓGICA Y PRODUCCIÓN DE MATERIAL DIDÁCTICO

Apartado 1141, Asunción.

In addition to the usual functions of acquiring and maintaining a collection and providing information services, has as one of its stated responsibilities the production of educational materials at cost. Budgetary limitations have somewhat restricted the centre's activities; for a time, its collections have been housed in the offices of the Unesco mission.

Reference works

There is no national bibliography for either commercial or government publications. Paraguay has no national encyclopaedia, and there are no dictionaries or encyclopaedias in the educational field. The best general source for educational information is

- 2 *Boletín de educación paraguaya*, 1956-. Asunción. Monthly.

Published by the Ministry of Education and Religion in collaboration with the Unesco mission. Contains articles on education in general, studies in teaching methods, news items, statistics, texts of educational legislation, administrative directives, and occasional book reviews. From time to time an entire issue is given to some specific aspect of the educational situation.

See also *Education in Latin America: a partial bibliography* [Venezuela 6] and the *Handbook of Latin American studies* [Bolivia 2].

Legislative and policy documentation

Primary education has been compulsory since the Constitution of 1870. At present the obligation extends from the ages of 7 to 14 in urban areas, and from 9 to 14 in rural areas. The Constitution of 10 July 1940 reiterates this obligation and stipulates further that education shall be free (Article 10). Article 11 enforces on the Government the responsibility for the moral, spiritual and physical education of its people. Article 20 vests in the State the power of regulation and inspection.

Paraguay has no organic law of education, though considerable attention has been given recently to this deficiency, with the result that a draft law is being drawn up.

There is no recent compilation of laws which includes education legislation. The more important laws relating to education are summarized in Uzcátegui's *Panorama de la educación paraguaya* [5]. See also *Index to Latin American legislation* [Venezuela 20].

Administration of the educational system

The system, headed by the Minister of Education assisted by a national council of education, is highly centralized. Public education at all levels is administered and supported by the State. Primary instruction may be acquired in public or private schools, but in the latter the student is subject to examination by the Department of Primary Education. All private schools must follow the curricula laid down by the Minister. Inspection is carried out by a group of 23 supervisors appointed by the Minister through the Department of Primary Education.

The annual report of the Minister of Education is incorporated in

- 3 PRESIDENCIA DE LA REPÚBLICA. SUB-SECRETARÍA DE INFORMACIONES Y CULTURA. DIRECCIÓN DE EDICIONES Y ARCHIVOS. *Mensaje presidencial a la honorable Cámara de Representativos*. Asunción. Annual.

Runs to some fifteen or twenty pages and deals with the year's work in fairly general terms. The report is usually reprinted in the *Boletín de educación paraguaya* [2].

The Minister also submits a brief summary report which appears in the *International yearbook of education* [International sources 5].

The budget of the Minister of Education appears as part of

- 4 MINISTERIO DE HACIENDA. DEPARTAMENTO DE PRESUPUESTO. *Presupuesto general de la nación*. Asunción, Imprenta Nacional. Annual.

Budget allocations are given for salaries and services by administrative department, and individually for the university, colleges, normal and vocational-technical secondary schools, and other cultural and religious establishments for which the Minister is responsible. For primary schools only global figures are given.

Structure and organization

Pre-primary education has been only slightly developed. Kindergartens, which are privately maintained, were attended by approximately two thousand children in 1957.

Primary schools are of three types—lower, intermediate, and higher, with programmes of 3, 5 and 6 years respectively. Six years of primary school are required for entrance to the *colegio*, on the secondary level, which grants the *bachillerato* in science or letters. Also on the secondary level are the three-year technical-vocational schools, the six-year commercial schools, and two types of normal schools

—one with a five-year course for primary teachers, the other with an eight-year programme for secondary school teachers.

Students with a *bachillerato* may enter Paraguay's one university, which has nine faculties. The university programme varies from four to seven years, depending on the field of study.

A comprehensive survey of the historical background and present state of education is

- 5 UZCÁTEGUI, Emilio. *Panorama de la educación paraguaya*, 2.^a ed., ampliada y corregida. Asunción, Imprenta Nacional, 1959. 229 p.

The first edition appeared as the entire contents of año I, no. 9/10 of the *Boletín de educación paraguaya* [2]. After a concise presentation of the socio-economic factors affecting education in Paraguay, the author devotes chapters to primary, secondary, professional, and technical education, the training of primary teachers, and the role of educational agencies other than schools. A concluding chapter, 'Recent progress and perspectives for the future', deals with the curriculum reforms of 1956-58, the work of the Unesco mission, and the need for further planning and reform.

For works on primary schools, see *Bibliografía de la educación primaria* . . . [Venezuela 28].

Planning is the subject of a special number of the *Boletín de educación paraguaya*:

- 6 'Planeamiento cuantitativo de la educación en el Paraguay'. In: *Boletín* . . . (Asunción), año II, no. 22, junio 1958, p. 11-48.

This collection of articles and studies by noted educators deals with the aims and methods of planning at the various instructional levels and in adult and fundamental education. The need for co-ordinated programmes by the administrative branches of the Ministry is stressed.

On the reform of secondary school education see

- 7 MINISTERIO DE EDUCACIÓN Y CULTO. *Reforma de la educación secundaria en el Paraguay*. Asunción, Imprenta Nacional, 1957. 105 p.

Contains the text of reform Decree No. 24,063 of 27 December 1956, together with background documents such as the 1945 project of a special commission and the recommendations of the Unesco mission in 1956.

The new secondary school programmes for the first and second basic (academic) courses as established by Decree No. 24,063 may be found in:

- 8 'Nuevos programas de educación secundaria en el Paraguay'. In: *Boletín de educación paraguaya* (Asunción), año III, no. 34/35, junio/julio 1959, p. 1-98.

The experimental programmes for the first three primary grades as developed by the Ministry, Unesco specialists and the Servicio Cooperativo Interamericano de Educación (SCIDE) are given in

- 9 MINISTERIO DE EDUCACIÓN Y CULTO; SERVICIO COOPERATIVO INTERAMERICANO DE EDUCACIÓN. *Programa para las escuelas primarias del Paraguay, grados inferiores, 1º, 2º, 3º*. Asunción, Centro del Curriculum del SCIDE, 1959. 238 p.

The Ministry has compiled a manual of pedagogical practice for the use of teachers in the school system:

- 10 MINISTERIO DE EDUCACIÓN Y CULTO. *Manual del maestro paraguayo*. [Asunción] Centro del Curriculum del SCIDE, 1958. 139 p.

Includes a useful introductory section on the organization of the educational system. Further chapters deal with the teacher in the primary school, the classroom, the child, the curriculum, the school and the community, and school supervision. There is a short bibliography.

Educational studies and research

During the past few years nearly all organized research has been carried out by the Unesco mission in Paraguay, which operates through four commissions (Reform of Primary and Normal Education, Reform of Secondary Education, Programmes for Normal Schools, and the Central Commission for Educational Reform). Important work has been done in formulating an organic law of education, and devising new curricula for primary, secondary and normal schools. The results of the mission's investigations are embodied in a series of short mimeographed papers, of which 62 are listed in año III, no. 36, agosto 1959 of the *Boletín de educación paraguaya* [2].

In the Ministry of Education, the Departamento de Investigaciones Psico-pedagógicas concerns itself primarily with teaching methods. It has recently inaugurated a laboratory of materials for primary school instruction, with emphasis on audio-visual aids.

- 11 DEPARTAMENTO DE INVESTIGACIONES PSICO-PEDAGÓGICAS

Ministerio de Educación y Culto, Asunción.

Textbooks and instructional materials

Very few books are published commercially in Paraguay. A small number appear with Asunción imprints, but almost all are printed in Argentina. Most texts are imported; quite often they are textbooks used in others of the Latin American countries. The Ministry of Education, through the Departamento de Investigaciones Psico-pedagógicas, has recently

been making studies of the situation, but the Government still exercises very little control over the production and distribution of school texts. Periodically it issues lists of approved texts. Except in cases of need, students are required to purchase their own books.

For a list of printers and booksellers in Asunción, see the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

The largest publisher in Paraguay is the Government itself, through the Imprenta Nacional, Estrella y Est. Bellaco, Asunción.

For information on visual aids, requests may be directed to the Departamento de Investigaciones Psico-pedagógicas [11].

Education associations

There has been no extensive development of education associations. Two associations, which have been formed on a denominational basis, are described in *Teachers' associations* . . . [International sources 2].

Educational journals

The two educational journals appearing in Paraguay are both published under the auspices of the Ministry of Education. One is the *Boletín de educación paraguaya* [2]. The other is the

- 12 *Revista del Ministerio de Educación y Culto*, 1957- . Asunción. Bi-monthly.

Contains short articles of an informational rather than a research nature. Administrative directives, new regulations and the texts of new laws are often included. There is usually a short section of statistics giving appropriations of the Ministry to various educational establishments.

Educational statistics

The Ministry of Education has a Department of Statistics which collects data submitted by the state supervisors of education, from heads of schools and local government officials, and from other departments of the Government. It has no regular periodical for disseminating this information. From time to time the Department issues separate studies and

compilations and supplies information to the Dirección General de Estadística y Censos, which publishes a *Boletín* and an *Anuario* for all branches of the Government.

Educational statistics may be found in the following works:

- 13 MINISTERIO DE EDUCACIÓN Y CULTO. DEPARTAMENTO DE ESTADÍSTICA. *Estadísticas educativas, 1950-1959*. Madrid, Oficina de Educación Iberoamericana, Departamento de Información y Publicaciones, 1960. 27 p.

Comparative tables for the two years indicated, as well as some selected figures for the intervening period. Data are given for number of schools by type, enrolment by grade and sex, number of teachers, etc.

- 14 ——. *Estadística educacional del año 1955*, by Santiago Sánchez. Asunción, SCIDE, 1957. 84 p.

A detailed compilation which includes, besides the usual enrolment figures, number of teachers, schools, etc., such information as the legal basis for certain aspects of the system, the names and addresses of all normal and vocational-technical schools and the names of their directors, names of primary school supervisors and their districts, and a table of minimum age requirements by type of school at each level of instruction.

- 15 *Boletín estadístico de Paraguay*, 1957- . Asunción. Three issues a year.
- 16 *Anuario estadístico de la República del Paraguay*, 1888- . Asunción. Annual.

Each of the last two mentioned [15 and 16] is published by the Dirección de Estadística y Censos and has a statistics section submitted by the Ministry of Education. There is some duplication of tables in the two, but in general the *Anuario* features summary tables covering longer periods or wider areas of information.

[See also 2 and 12.]

Education biography

There is no biographical compilation on Paraguay educators, but a number of them are included in the successive editions of the national 'Who's who':

- 17 *¿Quién es quién en el Paraguay?*, 1941- . [Buenos Aires] F. Monte Domecq.

New editions are issued irregularly at approximately yearly or two-yearly intervals. Biographical entries run from 150 to 200 words; many are accompanied by photographs of the subject. Government officials, some heads of schools and a number of professors in the university are included. There is no index by profession. Volume 6 is for the years 1955-56.

Information on the Peruvian educational system may be requested from two documentation centres:

- 1 DEPARTAMENTO DE DOCUMENTACIÓN PEDAGÓGICA
Ministerio de Educación, Parque Universitario,
Lima.
- 2 DEPARTAMENTO BIBLIOGRÁFICO Y DE TRABAJO DIRIGIDO
Facultad de Educación, Universidad Nacional
Mayor de San Marcos, Apartado 2985, Lima.
Formerly named the Seminario de Educación. Since its inception has pursued active research programmes and has gradually built up a good collection of documentation materials. A history and description of the Seminario, by Nelly Festini Illich, its director, will be found in:

Educación [42], año X, no. 19, 1956, p. 29-76.

Reference works

The major general bibliography is:

- 3 BIBLIOTECA NACIONAL. *Anuario bibliográfico peruano*, 1943- . Lima. Annual (irregular and delayed; the 1953-54 edition appeared in 1959).

This national bibliography indexes all books and pamphlets published in Peru during the period indicated, as well as books published elsewhere which relate in whole or in part to Peru. Titles are listed alphabetically in broad subject categories. The section on education is further subdivided into history, philosophy, methodology, legislation and administration, rural and higher education, and so on. School texts are divided by primary and secondary level. Each entry receives full library cataloguing and some have short contents notes. There is a name index to bibliographic entries. Part II of the *Anuario* is a comprehensive directory of periodical publications arranged geographically. Due to the large number of entries, the section on Lima and Callao is subdivided by subject. Under 'Educación' are listed 64 pedagogical, student and alumni journals; others will be found alphabetically under the appropriate city. The information given includes name, publisher or sponsoring body, date of inception, address, editor, average number of pages per issue, size, frequency and price. There is a title index to all periodicals listed.

Not as comprehensive in scope, but quicker to appear is the

- 4 *Anuario cultural del Perú*, 1954- . Lima, Mejía Baca. Annual.

A very useful reference guide to cultural activities. Gives chronologies of lectures, professional and cultural meetings, musical and theatrical events, and poetry readings. A 'who's who' section on cultural figures, 'Quién es quién en nuestra cultura', gives brief facts concerning writers, artists, musicians, journalists, educators, etc., date and place of birth, profession or position, publications, and current address. Entries for living persons are usually carried over from one edition to the next. There is a subject-arranged catalogue of books published within the year; see the entries under 'Educación' and 'Textos escolares'. Entries are fully catalogued.

Other general bibliographical works are:

- 5 *Catálogo de libros peruanos*. Lima, Mejía Baca. Annual.

A stock catalogue of books published within the preceding six or seven years. Entries are loosely grouped under 10 or 12 subjects, and the bibliographic information is very abbreviated, seldom including more than author, short title, date and price. There are sections on education and on school texts which, in the 1961 catalogue, listed 27 and 20 titles respectively; some are 1960 imprints.

Libros peruanos. Lima, Mejía Baca. Bi-monthly.

In the case of this catalogue as well as the other [5], the exiguousness of bibliographical data is somewhat offset by the currency of listing.

- 6 'Libros y folletos peruanos ingresados a la Biblioteca . . .'. In: *Boletín bibliográfico de la Biblioteca Central de la Universidad Nacional Mayor de San Marcos* (Lima), passim.

A classed listing of books and pamphlets accessioned by the central library of the national university during the year. Sections on primary and secondary education, and on university texts. Also an author index.

- 7 'Selección de artículos publicados en revistas y periódicas nacionales llegados a la Biblioteca . . .'. In: *Boletín bibliográfico de la Biblioteca Central de la Universidad Nacional Mayor de San Marcos* (Lima), passim.

This useful index to articles published in Peruvian periodicals has appeared from time to time since 1943. Entries are listed alphabetically by author under general subject headings. There is always a section on education. Formerly a quarterly, but annual since a few years ago.

The following bibliographies and indexes are specifically on education:

- 8 'Bibliografía de educación, 1936-1952'. In: *Boletín bibliográfico de la Biblioteca Central de la Universidad Nacional Mayor de San Marcos* (Lima), año XXVI, no. 1/4, diciembre 1953, p. 3-86.

A bibliography of books and articles on education published in Peru during the 15-year period of the title. The 1,378 numbered items are listed under 49 subject headings covering every phase of education. An author index included.

- 9 INSTITUTO PSICOPEDAGÓGICO NACIONAL. *Bibliografía pedagógica peruana; organizaciones, libros, revistas*. Primera parte, prepared by Víctor Moya-Méndez A. Lima, 1956. 41 p. (Publication no. 1, B-100-1). Processed.

- 10 TAURO, Alberto. 'Bibliografía peruana de educación, 1943-1952'. In: *Educación* (Lima), vol. 7, no. 16, 1952, p. 294-341.

A subject-arranged bibliography of books and pamphlets published in Peru during the 10 years indicated. Cataloguing is exceptionally full and many of the 452 numbered items have short explanatory or contents notes. No author index.

- 11 TUMBA ORTEGA, Alejandro, 'Bibliografía de Nueva educación . . . 1945-1953'. In: *Boletín bibliográfico de la Biblioteca Central de la Universidad Nacional Mayor de San Marcos* (Lima), año XXVI, no. 1/4, diciembre 1953, p. 96-318.

Nueva educación [43], the most substantial professional journal of Peru, began publication in 1945. The 61 numbers indexed here contain documentation of great importance for research in education. There are 1,389 items entered under more than seventy subject headings and subdivisions. Most entries are followed by short annotations or contents notes. There is an index to the authors and names cited. Since *Nueva educación* has always included the text of important laws, decrees, resolutions and circulars pertaining to education, the bibliography is a useful aid in this branch of educational research.

See also *Education in Latin America: a partial bibliography* [Venezuela 6].

Legislative and policy documentation

The Constitution of 1933 groups the provisions relating to education in Articles 71 to 83 under Title III. In summary, the principal provisions are as follows: Article 71, the technical direction of education is a function of the State; Article 72, primary education is compulsory and free; Article 73, a school shall be maintained in any locality with 30 or more students, and each provincial and district capital shall have a complete primary school; Article 74 relates to the obligations of employers to support schools; Articles 75 notes that the State shall encourage secondary and higher education and should tend toward making it free of cost to the student (this latter intention has been substantially realized within the past decade by new legislation). The remainder of the articles pertain to industrial, pre-primary, and post-school education, education for workers and the handicapped, liberty of instruction, teachers' rights, the national cultural patrimony, and the financing of education.

There are numerous editions of the Constitution. A recent edition with useful notes is

- 12 *Constitución del Perú. Notas del doctor Guillermo Skinner G.* [Lima] Mejía Baca, 1958. 48 p. (Ediciones populares, segunda serie).

The organizational structure and regulation of the educational system is based on high decrees, laws and executive regulations. The most recent codification is the 1941 Organic Law of Education which, although much amended, is still in force. A new organic law is currently being drafted.

The text of the education law may be found in

- 13 *Ley orgánica de educación pública; con el texto vigente y los decretos y resoluciones que la reglamentan*, annotated and arranged by Francisco Velasco Gallo and Manuel Yáñez Ticona. Lima, 1947. 342 p.

Gives the complete text, with a running concordance to previous and subsequent legislation up to 1947. Five indexes, of reference value, are: analytic (subject) index to the text; index to the articles of the law; a numerical index to titles and chapters; an index to annexes pertaining to cultural institutions; and a chronological index to all laws mentioned in the text and commentaries.

Another useful reference edition incorporating amendments and additions up to 1950 is

- 14 ARAGÓN, Luis Angel. *Ley orgánica de educación pública, anotada y concordada*, 3.^a ed. Cuzco, Ediciones 'Idea', 1955. 178 p.

Has extensive notes and concordances to related legislation. There is a detailed 20-page subject index.

New laws as passed are published in the official gazette, *El Peruano*. They are collected in the compilation

- 15 *Anuario de legislación peruana*, 1904/05- . Lima. Annual.

Texts of laws enacted during the year are given in chronological order. For those on education, consult 'Educación pública' in the subject index.

The texts of important new laws, decrees and resolutions on education are reprinted in a regular section at the end of each issue of the monthly journal *Nueva educación* [43].

The following work, although treating the educational system in all its ramifications, may be included in the present section by virtue of its semi-official nature:

- 16 MENDOZA RODRÍGUEZ, Juan. *Nuevo potencial para la educación peruana*. Lima, 1956. 426 p.

General Mendoza was Minister of Education during the administration of President Odría. His book describes at length official policy behind the Plan de Educación Nacional initiated in 1950. Especially valuable for attention to administrative, organizational and financial aspects of the school system.

Legislation and policy documentation relating to the intensive reform programmes begun in 1956 is most conveniently consulted in the various issues of the *Boletín de la reforma educativa* [44].

For single laws, regulations and collections on specific aspects, see the following [17-22]. The first gives the national education plan of 1950:

- 17 MINISTERIO DE EDUCACIÓN PÚBLICA. *Plan de Educación Nacional, aprobado por decreto supremo del 13 de enero de 1950*. Lima, 1950. 179 p.

Secondary education is covered by

- 18 CASTRO HARRISON, Jorge. *Régimen legal de la educación secundaria*. Lima, Gran Unidad Escolar Bartolomé Herrera, 1957. 535 p.

The following regulation concerns secondary technical education:

- 19 MINISTERIO DE EDUCACIÓN PÚBLICA. *Reglamento de educación secundaria técnica; resolución suprema no. 515, 26 abril 1951*. Lima, Imp. Colegio Militar Leoncio Prado [1951]. 123 p.

Consolidated secondary schools are treated in

- 20 ——. *Reglamento de las grandes unidades escolares*. Lima, 1956. 170 p.

The national educational fund is covered by

- 21 ——. *Fondo de Educación Nacional*. Lima, 1956. 57 p.

Regulations for rural education are found in

- 22 ——. DIRECCIÓN DE EDUCACIÓN RURAL. SECCIÓN DE EDUCACIÓN INDÍGENA. *Reglamento de los núcleos escolares campesinos y demás organismos activos de la Campaña de educación rural*. Lima, 1955. 36 p.

Within the framework of the national plan of educational reform and development, a comprehensive programme has been formulated for the southern area of Peru (comprising the eight southernmost departments) as part of an over-all development plan to be carried out co-operatively by the governments of Peru and of the United States of America. The official report has been published as

- 23 COMITÉ DEL PLAN NACIONAL DE DESARROLLO DEL SUR DEL PERÚ. *Plan regional para el Sur del Perú*. Lima, 1959. 30 vols. (Vols. 9, 10 and 30 scheduled but not published).

Volume 8 deals with educational aspects. General problems and perspectives, illiteracy and fundamental education, and limited aspects of primary and secondary education are treated in text and statistics. Volumes 9 and 10 were to deal in greater detail with primary and post-primary education respectively; as of 1961 they had not been issued.

See also *Index to . . . legislation* [Venezuela 20].

Administration of the educational system

Peru has a centralized national system headed by the Minister of Public Education. The Minister presides over the National Council on Education, an appointed group composed of seven representatives of the principal branches of education. The council

has important advisory functions in formulating national education policies.

Directly under the Minister is a Department of Inspection to which are responsible the head regional inspectors in the three geographical zones into which the country is divided. Under these are the provincial and district inspectors who administer the primary school system at the local level. Primary, rural, vocational, teacher, and physical education each have a corresponding directorate. Official programmes of study are formulated by the pedagogical departments of the six directorates and approved by the national council on education. The programmes are compulsory in both public and private schools and compliance is enforced by the government inspectors. There are numerous other administrative directorates concerned with school property and construction, supplies, accounts, statistics, legal counsel, examinations, personnel, and administrative routine.

Also directly linked to the Minister are two co-operative agencies. One is the

- 24 SERVICIO COOPERATIVO PERUANO-NORTEAMERICANO DE EDUCACIÓN (SECPANE)
Primarily engaged in rural and technical education programmes. [See also 32, 34 and 40.]

The other agency, the Unesco Technical Assistance Mission, is concerned with planning, evaluation, etc.

Private schools are subject to government inspection and regulation. Under specified conditions they are eligible for subventions from the State.

The Minister of Education has not published an annual report regularly for several years. A brief summary of four or five pages is usually supplied by the Ministry of Education for the *International year-book of education* [International sources 5], while a summary of the Minister's report to the President of the Republic is included in

- 25 PRESIDENTE. *Mensaje*, 1839- . Lima. Annual (frequency varies).

A section is devoted to a résumé of each ministry's activities for the previous year, the progress of the government's programmes of development and reform, and the executive's plans for the future.

The budget for education is contained in

- 26 MINISTERIO DE HACIENDA Y COMERCIO. *Presupuesto general de la República*, 1845- . Lima. Annual (frequency varies).

The Ministry's budget is divided into allocations for personnel by administrative agency and by provinces for schools through the primary level. Chapter II gives expenditures for goods and services, and Chapter III lists allocations for secondary and higher education by individual establishment.

Structure and organization

Pre-primary attendance is not compulsory. Nursery schools and kindergartens are publicly and privately maintained. Public kindergartens accept children from the age of 4. The law stipulates that there be transition classes as a conclusion to pre-primary instruction. These classes, intended to aid the prospective student in becoming adapted to school life, are in practice sometimes given in the primary school itself rather than in the kindergartens.

Primary schools are of two types: those which offer the full course of studies lasting five years, and those which do not. The latter are further divided into two levels: those that generally have a single teacher and offer only the first two years of instruction, and schools imparting three years of primary instruction. Vocational education begins at the primary level and is provided by establishments offering the complete five-year primary course and having either an industrial or an agricultural orientation (*escuelas prevocacionales*). Any commercial or industrial concern whose employees taken together have a total of more than thirty children of school age must maintain primary schools if the state has no primary establishment in the locality. There are also some primary schools attached to teacher training schools.

Secondary education consists of a single undifferentiated cycle of studies lasting five years. Vocational education at this level is imparted in industrial, agricultural or commercial institutes. The length of secondary vocational instruction has varied from time to time. In 1956 the course was of four years. Secondary vocational education is terminal, leading to higher education only in the case of the teacher training school and the school of agriculture. The consolidated school (*gran unidad escolar*) offers general secondary instruction as well as the different types of vocational training. The baccalaureate certificate is not granted by secondary schools, so that successful completion of these studies does not automatically entitle a student to enter the university. The baccalaureate is earned in the first two years of the sciences and letters curricula at the university.

There are six universities in Peru as well as schools and institutes of higher education. They require of applicants a complete secondary education as well as an entrance examination. As has been implied, one or two years of university study are preparatory and intended to supplement secondary training.

The best available source of information on the structure and organization of education is

- 27 MINISTERIO DE EDUCACIÓN PÚBLICA. *Inventario de la realidad educativa del Perú*. Lima, 1957-58. 4 vols. Processed.

As its title indicates, this massive 900-page compilation is an inventory of the entire educational system. Authorized in order to provide a basis for a comprehensive integrated plan of reform, it describes systematically all levels and types of education—both in text and through hundreds of statistical tables. There is no propensity to gloss over deficiencies; adverse judgements, where warranted, are delivered with notable candour. Regrettably, there is no index, and the tables of contents are not easy to locate.

Useful for historical background and present tendencies is

- 28 CASTRO HARRISON, Jorge. *Proceso histórico de la educación en el Perú*. [Lima, Departamento de Impresiones de la Gran Unidad Escolar Bartolomé Herrera] 1959. 170 p. Processed.

Gives a panoramic view of the phases through which education has progressed from pre-colonial times. Special attention is given to legislation as it reflects changing philosophies and policies in national education. The author discusses the present need for reorganization of secondary education and pleads for further extension of the system of consolidated schools.

Also on the subject of secondary school reform is

- 29 SALAZAR ROMERO, Carlos. *Estado actual y reforma de los estudios secundarios en el Perú*. Lima, 1954. 115 p.

This study, which the author considers a continuation of and complement to his *La Escuela secundaria adecuada a la realidad del Perú* (1941), describes and analyses the shortcomings of secondary school programmes and outlines a new curriculum better suited to current national needs. The closing chapter studies the relation of secondary to university education.

For university education, consult

- 30 CAMA MIRANDA, Mario. *La Universidad peruana*. Cuzco, 1959. 96 p.

General considerations on the university in society, a brief history of higher education in Peru, and a chapter comparing the universities of six Latin American countries. Chapters 4 and 5 study the present situation of universities in Peru.

- 31 UNIVERSIDAD NACIONAL MAYOR DE SAN MARCOS. OFICINA CENTRAL EJECUTIVA. *Estudios de la realidad universitaria*. Lima, Editorial San Marcos, 1957-58. 7 vols.

Complementing the *Inventario*... [27], does for the university what the latter did for the rest of the educational system. Describes the university's structure and functions, the various institutions attached to it, the teaching and administrative staff and the characteristics of the student body. Many statistical tables.

On rural education a cumulative report has been issued:

- 32 MINISTERIO DE EDUCACIÓN PÚBLICA. *Informe sobre los núcleos escolares, 1946-1958*. Lima, SECPANE, 1959. 121 p.

Brings up to date the reports issued by SECPANE [24] in 1949 and 1955. Describes the origin of the rural education campaign, its organization, programmes and accomplishments.

Official programmes of study for pre-primary and primary schools are to be found in

- 33 ——. DIRECCIÓN DE EDUCACIÓN PRIMARIA. *Planes y programas para la educación infantil, las clases de transición y la educación primaria*; edición oficial. Lima, 1955. 434 p.

The plans and programmes were drawn up by a revision committee appointed in 1951; they were officially approved in 1955.

The official curricula for general secondary education have been in process of revision since 1957, when the supreme decree of 15 March was enacted. This authorized the formulation of new secondary school programmes, to be experimentally tried out on a test basis for one year before final revision and adoption. The programmes for the first year were introduced in 1957. Thereafter, the new curricula have been adopted one year at a time, those for the fifth secondary year coming into effect in 1961. The new programmes are published by the Dirección de Educación Secundaria and may be requested from that Directorate.

The programmes for technical subjects were dealt with by Supreme Resolution no. 252 of 11 August 1956, which provides for the reorganization of technical studies. The resolution defines the objectives of technical education and outlines the government's new plans for industrial training for men, domestic economy courses for women, and commercial and agricultural education for both sexes. For the text of the resolution, see

- 34 ——. DIRECCIÓN DE EDUCACIÓN TÉCNICA Y DESARROLLO ARTESANAL. *Plan de reforma de la educación técnica, 1957*. . . . Lima, SECPANE, 1960. 35 p.

Includes summaries of the revised curricula. More detailed programmes may be requested from the Directorate of Technical Education.

[For a bibliography on primary education, see Venezuela 28.]

Educational studies and research

Research is carried out through the Ministry of Education, in the education departments of institutions

of higher learning, and by individuals interested in educational matters. As part of their study programmes, and also to provide a basis for educational experiment, research in limited areas is conducted by teacher training schools.

Among the principal centres of organized research is the

- 35 INSTITUTO PSICOPEDAGÓGICO NACIONAL
Ministerio de Educación, Piso 7, Parque Universitario, Lima.

Organizes and conducts research for the Ministry and for departments as needed.

Technical research in educational psychology, testing, methodology and achievement evaluation is conducted by the

- 36 SOCIEDAD PERUANA DE ESTUDIOS PSICOPEDAGÓGICOS
Lima.

Publishes an annual bulletin [45].

Mention may be made also of the School of Education at the University of San Marcos. Besides the studies published in its official journal, *Educación* [42], members of the faculty have contributed to three monographic series on history of education, educational psychology, and current problems:

- 37 *Documentos para la historia de la educación en el Perú, 1952-* . Lima, Imprenta de la Universidad Mayor de San Marcos.
38 *Estudios psicopedagógicos, 1955-* . Lima, Instituto de Psicopedagógica de la Facultad de Educación.
39 *Problemas de la educación peruana, 1954-* . Lima, Imprenta de la Universidad Mayor de San Marcos.

SECPANE [24] has given special attention to teaching methods and has been issuing a series of brief monographs on this and related subjects:

- 40 *Serie doctrina pedagógica, 1959-* . Lima, Ministerio de Educación Pública/SECPANE. Processed.

The first two numbers in the series are by Dr. Carlos Salazar Romero; they are entitled 'Didáctica y tutoría en el proceso de reforma de educación secundaria' and 'Métodos modernos para la enseñanza secundaria'.

Textbooks and instructional materials

The trend is toward increasing control by the Government of the production and distribution of textbooks. Readers for the first three primary grades are distributed free to public schools and are loaned to the student for the school year. The Ministry provides also maps, globes, pictures and charts for instructional purposes, although the need still far outstrips the available supply.

The School Text Fund was inaugurated in 1949 to provide funds for the purchase of printing equipment, paper and binding materials. The principal beneficiary has been the press of the Colegio Militar Leoncio Prado, which has been designated as the official printer for the Ministry of Education. Texts printed and distributed by the Government are written under the supervision of the pedagogical departments of the directorates of primary and secondary education. Public schools give preference to these officially approved texts; their use in private schools is optional. Some secondary school texts on technical subjects are commercially produced and distributed, although here also the Government has steadily expanded production, with the object of covering all subjects in the official programmes of study. Official texts are so designated on the title page. Commercial texts are submitted to the Ministry for approval. If approval is granted, the work remains on the official list for a period of five years, at the end of which it is again evaluated on a competitive basis.

Lists of official texts may be requested from the pedagogical departments referred to above. New textbooks are catalogued in the *Anuario bibliográfico peruano* [3] and are also listed in the *Anuario cultural del Perú* [4].

For printers, publishers and booksellers, see the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23]. There is a list of publishers in the *Anuario bibliográfico peruano* [3], but the field of specialization is not indicated. The more prolific publishers of educational materials may be deduced from the section of textbook listings in the *Anuario*.

A centre for audio-visual materials is maintained in conjunction with teacher training programmes of the Escuela Normal Superior Enrique Guzmán y Valle:

- 41 DEPARTAMENTO DE AYUDAS AUDIO-VISUALES
División de Cursos Pedagógicos, Escuela Normal Superior, Apartado No. 61-62, La Cantuta, Chosica.

The department has a collection of audio-visual materials which may be loaned outside the school.

Education associations

The freedom of teachers to form professional associations is specifically granted by Article 346 of the Organic Law of Education which also requires that the statutes of such associations be approved by the Government. There are legal restrictions with regard to unionization and the right of teachers to strike.

The national associations are generally composed of educators at a single level (pre-primary, primary, secondary) or having a common subject interest (normal, technical, physical, language and musical education). Most of them have regional affiliated groups. A few organizations have memberships composed of administrators, and there are some that are associated on a denominational basis.

The great majority of public school teachers are members of the Asociación Mutualista Magisterial del Perú, whose activities are limited to matters of insurance and welfare.

Lists of associations may be found in *An International directory of education associations* and in *Teachers' associations* . . . [International sources 2].

Educational journals

Peru is rich in the number of journals published, although many of them are somewhat irregular in frequency. They are issued by departments of the Ministry of Education, national and regional professional associations, normal schools, secondary schools and institutes, the departments of education of universities, commercial publishers, and various other entities.

For research purposes the most valuable of the journals are those listed below:

- 42 *Educación*, 1946- . Lima. Irregular (approximately semi-annual).
Official organ of the Education Faculty at the Universidad Nacional Mayor de San Marcos. Most of the contributions are by members of the staff. The articles run to some length and generally treat theoretical and methodological aspects of education at a high level. Serves also as a bulletin of the faculty, with statistical and general information on the staff and student body.
- 43 *Nueva educación*, 1945- . Lima. Monthly.
A professional journal especially concerned with aspects of educational experimentation and reform. Articles tend to be short and direct in their presentation. There are regular sections of supplementary classroom materials, educational news items of interest, and new legislation. [For an index of the first 61 numbers, see 11.]

No longer published, but of great value for the two-year period of its existence, is the

- 44 *Boletín de la reforma educativa*, 1956-58. Lima.
Quarterly. Processed.

Designed to disseminate the results of surveys and research into the actual state of education and to document the intensive programmes of reform initiated by the Government of President Prado, and to publish the texts of laws, decrees, resolutions, circulars and agreements pertaining to the reforms. Also included are interim and final reports of various commissions

and groups, revised programmes of study, projects for laws, and progress reports on various phases of the government's activities.

A list of over fifty Peruvian educational periodicals may be found in *An international list of educational periodicals* [International sources 3]. To this should be added:

- 45 *Boletín de la Sociedad Peruana de Estudios Psicopedagógicos*, 1956- . Lima. Annual.
- 46 *Boletín del Instituto Experimental de Educación Primaria No. 1*, 1954- . Lima. Irregular.
- 47 *Escuela peruana*, 1957- . Miraflores. Irregular.
Published by the Instituto Experimental de Educación Primaria No. 2.
- 48 *Horizonte rural, vocero de los Núcleos Escolares Campesinos del Departamento de Puno*, 1956- . Puno. Irregular.
- 49 *Magisterio*, 1956- . Lima. Quarterly.
Published by the Asociación Mutualista Magisterial.
- 50 *Revista de la Escuela Normal Superior*, 1960- . Lima. Semi-annual.
A new review containing general articles on education, comparative studies, suggestions on teaching methods, and a section of news on the school. Año I, no. 1/2 contains the official curriculum for 1960-61. Despite the Lima imprint on the cover, the journal is edited and published by the school [41].

Educational statistics

The statistical clearing house is the Dirección Nacional de Estadística y Censos, which in 1957 consolidated under the Ministry of the Treasury and Commerce the previously separate Executive Office of the Census and the National Department of Statistics. The bureau publishes a comprehensive yearbook:

- 51 MINISTERIO DE HACIENDA Y COMERCIO. DIRECCIÓN NACIONAL DE ESTADÍSTICA Y CENSOS. *Anuario estadístico del Perú*, 1942- . Lima. Annual.

Publication is somewhat delayed, the number for 1956-57 having appeared in 1959. Under Section XIX are some seventy pages of detailed tables for each level of education, divided by zones, departments and provinces. There are figures for number of establishments, students, and teachers in private and public schools, with some data on libraries and museums.

The Ministry of Education has had a statistical section for many years. Until recently it issued a year-book of detailed statistics for the educational system:

- 52 MINISTERIO DE EDUCACIÓN PÚBLICA. DIRECCIÓN DE ESCALAFÓN Y ESTADÍSTICA. *Anuario estadístico*, 1934- . Lima, 1937- .

From 1956 on the directorate's forces seem to have been concentrated on the labour of providing the exhaustive statistical documentation for the four volumes of the *Inventario de la realidad educativa del Perú* [27], the most detailed compilation of its kind yet attempted in Peru.

- 53 Selected educational statistics are published in *Boletín de estadística peruana*, 1924- . Lima. Semi-annual (frequency and title vary).

Usually includes gross figures for schools, teachers and students for each level of instruction, with occasional comparative tables. There is little subdivision and the total number of tables is seldom more than 15 or 20.

[See also 31.]

Education biography

- 54 BELTROY, Manuel. *Peruanos notables de hoy; biografías de representantes contemporáneos*, 1.^a ed. Lima, Impresores Samartí, 1957. 202 p.

An alphabetically arranged 'who's who' of persons prominent in public life. The biographies are 60 to 80 lines long and include the usual information on birth, schooling, professional career, and publications. In the index by professions there are 53 entries under the heading for educators, with additional names under that for professors. According to the preface, there will be successive editions.

See also the *Anuario cultural del Perú* [4].

The major centre of educational documentation and information in Poland is the following:

- 1 ZAKŁAD DOKUMENTACJI I INFORMACJI PEDAGOGICZNEJ
Instytut Pedagogiki, ul. Górczewska, 8, Warszawa.
This Educational Documentation Division, which began in 1950 as a division of education bibliography in the Educational Research Institute, became a separate unit in October 1961. It assembles documentation in all fields and all aspects of education. Besides a laboratory of Polish and foreign education bibliography, it includes an education museum and an education library. The division introduced and maintains alphabetical and subject card indexes of contemporary Polish and foreign works on education, and also the union catalogue of works on education held in the principal libraries throughout the country.

The card index of current Polish works on education contains information, classified by author and by subject, on all works in Polish published since 1944 on education (books, articles in journals, and reports). The index of educational works published in the Soviet Union contains bibliographical data, classified by author and by subject, on important articles of topical interest published in the various U.S.S.R. reviews. As to the international educational index, it gives bibliographical data published by the International Bureau of Education and Unesco's Education Clearing House, classified by subject according to the appropriate classification system.

The catalogue of works on education held in libraries throughout the country includes Polish and foreign works, older publications and recent acquisitions, classified in alphabetical order by author; the subject classification has not yet been completed.

The Documentation Division regularly publishes select annotated bibliographies on subjects of topical interest in Polish educational reviews, and also supplies bibliographical information requested by individual institutions and persons.

Reference works

Encyclopaedias and dictionaries

- 2 KIERSKI, Feliks. *Podręczna encyklopedia pedagogiczna* (Handy education encyclopaedia). Lwów, Książnica Polska, 1923. 2 vols.
A dictionary and encyclopaedia of education containing concise information on educational questions and educators.
- 3 ŁEMPICKI, Stanisław, et al, ed. *Encyklopedia wychowania* (Encyclopaedia of education). Warszawa, Nasza Księgarnia, 1932-39. 3 vols.
A systematic encyclopaedia of which the first volume (published in two parts) deals with education in general, the second with formal schooling and the third with the organization of general education and teaching.
- 4 LUBOMIRSKI, J. T., et al. *Encyklopedia wychowawcza* (Encyclopaedia of education). Warszawa, Gebethner i Wolff, 1881-1922. 9 vols.
An alphabetical encyclopaedia of real interest to historians of education in Poland.

General works on education in the Polish People's Republic

- 5 BIELECKI, Franciszek, et al. *Fifteen years of People's Poland*. Warsaw, Polonia Publishing House, 1959. 237 p. Also published in French and German.
- 6 DOBOSIEWICZ, Stanisław. *Our progress in education*. Warsaw, Polonia Publishing House, 1959. 47 p. Also published in French and German.
- 7 *L'éducation en Pologne populaire*. Varsovie, Książka i Wiedza, 1952. 63 p.
- 8 OKOŃ, Wincenty. 'Hauptprobleme der Entwicklung des Schulwesens in Volkspolen' (Principal problems in the development of public instruction in People's Poland). In: *Schule und Nation*, vol. 6, no. 2, p. 21-6.
- 9 PARNOWSKI, Zygmunt. *Education in Poland*. Warsaw, Polonia Publishing House, 1958. 79 p. Also published in French, German, Spanish and Russian.
- 10 PECHERSKI, Mieczysław. 'Das Schulwesen in Volkspolen' (Public instruction in People's Poland). In: *Das Schulwesen sozialistischer Länder in Europa* (Education in the socialist countries of Europe), Berlin, Volk und Wissen, 1962. 602 p.
- 11 SIMON, Brian. *Education in new Poland*. London, Lawrence and Wishart, 1954. 63 p.
- 12 SUCHODOLSKI, Bogdan. 'Les problèmes de l'éducation et de l'enseignement en Pologne contemporaine'. In: *International review of education/Internationale Zeitschrift für Erziehungswissenschaft/Revue internationale de pédagogie*, vol. 4, no. 1, 1958, p. 17-32. In French, with résumés in English and German.

[See also 139, 195 and 245.]

Bibliographies

An important bibliography of Polish bibliographies is

- 13 HAHN, Wiktor. *Bibliografia bibliografij polskich* (Bibliography of Polish bibliographies), 2nd ed. Wrocław, Zakład im. Ossolińskich, 1956. 645 p.
The following journals of general bibliography include chapters on education:
- 14 *Bibliografia zawartości czasopism* (Bibliography of articles in periodicals), 1947-. Warszawa. Monthly.
Bibliographical journal published by the Bibliographical Institute of the National Library, Warsaw, listing articles published in all Polish periodicals. Entries are arranged by subject.

Section XX of the review contains articles on education and teaching; section XXII-b, articles on books for young people; section XXV, articles on libraries, bibliography and documentation; and section XXVI, articles on works such as encyclopaedias. At the end of each number is an alphabetical index of authors and subjects.

- 15 *Przewodnik bibliograficzny* (Bibliographical guide), 1923-39, 1945-. Warszawa. Weekly.

Review published by the Bibliographical Institute of the National Library. Gives the official systematic list of all books and pamphlets currently published in the country. Section XX lists books on general and formal education; section XX-a, textbooks; section XXII-b, books for young people; section XXV, bibliographical and documentary works; and section XXVI, publications such as encyclopaedias.

There are also education bibliographies published separately:

- 16 CZERNI, Józef. *Materiały do bibliografii dydaktyki szkoły wyższej w Polsce za lata 1944-1960* (Bibliographical information on higher education in Poland, for the years 1944-60). Gliwice, Politechnika Śląska, Wyższa Szkoła Pedagogiczna, 1961. 255 p. (Roczniki Dydaktyczne pod red. J. Pietera i M. Janusza, vol. 1, fascic. 2).

A systematic annotated bibliography, giving full details on books and articles dealing with the organization and the principles of higher education. Contains author and subject indexes.

- 17 KARBOWIAK, Antoni. *Bibliografia pedagogiczna* (Education bibliography). Lwów/Warszawa, Książnica Polska TNSW, 1920. 348 p.

Bibliographical references for books and articles on education published from 1901 to 1910.

- 18 KORNISZEWSKI, Feliks. *Polska bibliografia pedagogiczna* (Polish education bibliography). 1944-1951: *Nauczanie przedmiotów ogólnokształcących* (Teaching of non-technical subjects). Wrocław, Zakład im. Ossolińskich, 1955-57. 3 vols.

A systematic annotated bibliography, prepared by the Educational Documentation Division of the Educational Research Institute [1], and published by the Education and Psychology Committee of the Polish Academy of Sciences. Lists all books, pamphlets and articles published in Poland in the period 1944-51 dealing with the teaching of the humanities (vol. I), the sciences (vol. II) and aesthetic and technical subjects and physical education (vol. III) in primary schools providing a basic education and in general and vocational secondary schools. Each volume includes an alphabetical author and subject index. M. Jakiel and D. Wasilowska helped in the preparation.

- 19 PIĄTEK, Jan; SOŚNICKI, Kazimierz. *Wychowanie i nauczanie. Przewodnik do wydawnictw pedagogicznych i dydaktycznych* (Education and teaching. Guide to educational and didactic works). Cz. 1, obejmuje wydawnictwa S.A. Książnica-Atlas

TNSW. Lwów/Warszawa, Książnica-Atlas, 1953. xv, 256 p.

Annotated bibliography of works on education published by Książnica-Atlas, publishers for the Association of Secondary School and University Teachers.

- 20 SOŚNICKI, Kazimierz. *Wychowanie i nauczanie. Przewodnik do wydawnictw pedagogicznych i dydaktycznych* (Education and instruction. Guide to publications on education and teaching methods). Cz. 2, obejmująca wydawnictwa księgarń: M. Arct, Gebethner i Wolff, Księgarnia św. Wojciecha, Nasza Księgarnia ciąg dalszy wydawnictw Książnicy-Atlas do 1935 r. Lwów/Warszawa/Poznań, M. Arct... Nasza Księgarnia, 1936. 396 p.

An annotated bibliography of works on education published between 1928 and 1935 by five of the leading Polish publishing firms. This is a second volume to the above [19].

Bibliographies on special aspects of education may be found in the fields to which they belong. [See 82, 89, 90, 118, 122, 127, 135, 180 and 196-199.] For a bibliography of Polish educational journals, see 'Przegląd ważniejszych czasopism . . .' [223].

Legislative and policy documentation

The main features of Polish educational legislation are as follows. Schools of all types are organized and financed by the State, with the exception of the schools and classes mentioned in paragraphs 12, 19 and 39 of the Law of 15 July on the development of the educational system [53]. Education is secular. The school system is unified and based on the seven-year primary school, which was extended to eight years by the School Law of 15 July 1961. Education is free in all types of school and at all levels. Attendance is compulsory for all children between the ages of 7 and 17.

Young workers must attend complementary classes until they are 18 years of age. Facilities of various kinds are provided for all—men and women—who wish to continue their studies by correspondence at general secondary schools, secondary vocational schools or at the university.

The constitutional basis of public education is

- 21 'Konstytucja Polskiej Rzeczypospolitej Ludowej uchwalona przez Sejm Ustawodawczy w dn. 22 lipca 1952 r.' (Constitution of the Polish People's Republic voted by the Diet on 22 July 1952). In: *Dziennik Ustaw*, 1952, no. 33. Also published separately.

Chapter 7 of the Constitution deals with the rights and duties of citizens. Articles 61, 62 and 68 of that chapter are concerned

with education. Article 61 states that the citizens of the Polish People's Republic have the right to education and that this right is ensured on an increasing scale by: (a) universal, free and compulsory primary schools; (b) a constant development of secondary schools, providing general or vocational education, and of schools of academic level; (c) the help of the State in raising the skill of citizens employed in industrial establishments and other places of employment in town and country; (d) a scheme of State scholarships, the development of hostels, boarding schools and students' homes, together with other forms of material aid for the children of workers, working peasants and intelligentsia. Article 62 further states that citizens have the right to benefit from cultural achievements and to participate in the development of national culture. This right is ensured on an increasing scale by developing and making accessible to the working people in town and country: libraries, books, press, radio, cinemas, theatres, museums and exhibitions, houses of culture, clubs and recreation rooms. This would be accomplished by a general fostering and promoting of the cultural activity of the people and of the development of creative talents. Article 68 states that the Polish People's Republic gives particularly careful attention to the education of young people and guarantees them the most extensive possibilities for development.

Official publications and collections of general legislation include:

- 22 *Dziennik ustaw Polskiej Rzeczypospolitej Ludowej* (Journal of the laws of the Polish People's Republic). Warszawa, Administracja Wydawnictw Urzędu Rady Ministrów, 1920. Approximately 80 issues a year.

Contains all laws, decrees with the force of laws, governmental and ministerial decisions as to the execution of laws and decrees passed by Parliament, and the Prime Minister's communiqués regarding those which have been rejected. A yearly subject index, in alphabetical order, enables the reader to find laws, decrees and ordinances concerned with education and teaching.

- 23 *Dziennik urzędowy Polskiej Rzeczypospolitej Ludowej. Monitor Polski* (Official journal of the Polish People's Republic. Polish monitor), 1918-. Warszawa, Administracja Wydawnictw Urzędu Rady Ministrów. Approximately 120 numbers per year.

A journal published by the Office of the Council of Ministers under the Prime Minister's instructions. Contains governmental decisions, resolutions and ordinances, together with instructions as to the execution of the laws, issued by ministries and central offices. A weekly or yearly index of subjects, some of which are concerned with education.

- 24 *Konstytucja i podstawowe akty ustawodawcze Polskiej Rzeczypospolitej Ludowej. Zbiór tekstów* (The Constitution and basic laws of the Polish People's Republic. Collection of texts), 2nd rev. ed. Warszawa, Wydawnictwo Prawnicze, 1954. 340 p.

Preface by Kazimierz Biskupski. A collection of basic laws of the Polish People's Republic relating to the social, economic and political system, the central and regional administration of the country, the budget and the law courts.

- 25 *Ustawodawstwo Polski Ludowej* (Collection of laws of People's Poland). Warszawa, Wydawnictwo Prawnicze, 1957-60. 5 vols.

Laws published in *Dziennik ustaw Polskiej Rzeczypospolitej Ludowej* [22]. Contains all the laws and decrees with the force of law and also governmental and ministerial directives as to their execution, published since 1944. Each volume has an alphabetical subject index, so that legislative measures relative to education and instruction can be found easily.

There are many official publications of individual Ministries responsible for the administration of different types of schools:

- 26 *Dziennik urzędowy Ministerstwa Oświaty* (Official journal of the Ministry of Public Instruction), 1917-. Warszawa. Approximately 20 issues a year.

Contains directives, instructions, circulars and official communications of all kinds relating to pre-primary education, primary and secondary general education, vocational training, special education, the protection of children and young people, adult education, and the training of teachers and educators. An alphabetical subject index is included in the final issue for each year.

- 27 *Dziennik urzędowy Ministerstwa Szkolnictwa Wyższego* (Official journal of the Ministry of Higher Education), 1954-. Warszawa. Monthly.

Contains directives, instructions, circulars and official communications concerning universities, polytechnical schools, higher schools of agriculture and political economy and higher theological schools.

The following ordinances of the Ministry of Education are given, in general, in chronological order of publication:

- 28 'Zarządzenie Ministra Oświaty z dn. 24 maja 1951 r. w sprawie statutu państwowych domów dziecka' (Ordinance of the Minister of Education of 24 May 1951 concerning the statute on State children's homes). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 9, 1951, p. 135-6.

- 29 'Zarządzenie . . . (Ordinances (of the Minister of Education)) (a) w sprawie organizacji szkół i zakładów specjalnych (concerning the organization of schools and special establishments); (b) w sprawie statutu państwowych specjalnych zakładów wychowawczych (concerning the statutes of special education establishments); (c) w sprawie organizacji nauczania w zakresie szkoły podstawowej i szkolenia zawodowego moralnie zaniedbanych znacznie opóźnionych w nauce—w zakładach wychowawczych' (concerning the organization of general and vocational education in education establish-

- ments). In: *Dziennik urzędowy Ministerstwa Oświaty*: (a) no. 15, 1951, p. 256-8; (b) no. 7, 1953, p. 133-8; (c) no. 11, 1958, p. 188-9.
- 30 'Zarządzenie . . . z dn. 5 lutego 1952 r. w sprawie wytycznych organizacyjnych do pracy kółek technicznych' (Ordinance of 5 February 1952 concerning the organization of work in technical school clubs). Zał.: Wytyczne. . . . In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 2, 1952, p. 9-12.
- 31 'Zarządzenie . . . w sprawie (Ordinance (of the Ministry of Public Instruction) concerning): (a) selekcji dzieci z wadami słuchu i mowy; (b) selekcji dzieci niedorozwiniętych umysłowo' (Selection of deaf and dumb children; . . . of retarded children). In: *Dziennik urzędowy Ministerstwa Oświaty*: (a) no. 13, 1952, p. 207; (b) no. 7, 1953, p. 135-8.
- 32 —: (a) organizacji nauczania początkowego dorosłych; (b) organizacji szkoły dla pracujących (Ordinance . . . concerning the organization (a) of elementary education for adults; (b) of the school for working adults). In: *Dziennik urzędowy Ministerstwa Oświaty*: (a) no. 5, 1953, p. 105-6; (b) no. 12, 1960, p. 315-16. [See also 42.]
- 33 'Zarządzenie Ministra Oświaty z dn. 12 września 1953 w sprawie wytycznych do zajęć pozalekcyjnych w zakresie biologii' (Ordinance of 12 September 1953 concerning practical work for biology students after school hours). Zał.: Wytyczne. . . . In: *Dziennik urzędowy Ministra Oświaty*, no. 13, 1953, p. 183-5.
- 34 'Zarządzenie . . . z dn. 5 lutego 1958 r. w sprawie organizacji i działalności rad pedagogicznych w szkołach podstawowych i liceach ogólnokształcących' (Ordinance . . . of February 1958 concerning the organization and activities of advisory committees in elementary and secondary schools). Zał. Regulamin. In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 2, 1958, p. 21-3.
- The Ministerial ordinance on the organization and operation of education councils in primary and secondary schools.
- 35 'Zarządzenie . . . z dn. 23. VI. 1958 w sprawie organizacji przedszkoli i innych placówek wychowania przedszkolnego oraz organizacji rady pedagogicznej przedszkola' (Ordinance issued by the Minister of Education on 23.6.1958 dealing with the organization of kindergartens and other forms of pre-primary education, and the organization of the council for kindergartens). Part 3. In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 10, 1958, p. 137-44.
- Official instructions as to the organization of pre-primary education, the regulations of the educational council for infant schools, and lists of provisions in force regarding pre-primary education.
- 36 'Zarządzenie . . . w sprawie: (a) studiów pedagogicznych. Zał.: Instrukcja i program; (b) rocznych studiów pedagogicznych dla nauczycieli szkół zawodowych. Zał.: Instrukcja' (Ordinances concerning studies in education for teachers of vocational schools). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 7, 1959, p. 117-23; no. 11, 1960, p. 285-6; no. 9, 1961, p. 228-33.
- 37 'Zarządzenie . . . z dn. 4 listopada 1959 r. w sprawie statutu młodzieżowego domu kultury oraz domu kultury dzieci i młodzieży' (Ordinance of 4 November 1959 concerning the statutes of cultural centres for school children and young people). Zał.: Statut. . . . In: *Dziennik urzędowy Ministra Oświaty*, no. 1, 1960, p. 3-4.
- 38 'Zarządzenie . . . z dn. 4 listopada 1959 r. w sprawie statutu ogrodów jordanowskich i placów gier i zabaw' (Ordinance . . . of 4 November 1959 concerning the statute on kindergartens and playgrounds). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 1, 1960, p. 4-5.
- 39 'Zarządzenie . . . w sprawie utworzenia korespondencyjnych liceów pedagogicznych. . . . Zał.: Instrukcja w sprawie organizacji pracy. . . .' (Ordinance and instructions concerning teachers' correspondence schools on the secondary level). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 2, 1960, p. 21-7.
- 40 'Zarządzenie . . . w sprawie (a) utworzenia Centralnego i okręgowych ośrodków metodycznych. Zał.: Statut . . . (b) ośrodków metodycznych. Zał.: Statut . . .' (Ordinances . . . concerning the organization and statutes of centres of methodology in the central, regional and departmental school administration). In: *Dziennik urzędowy Ministerstwa Oświaty*: (a) no. 3, 1960, p. 44-5; (b) no. 4, 1961, p. 73-4.
- 41 'Zarządzenie . . . z dn. 26 lutego 1960 r. w sprawie regulaminu egzaminu dojrzałości w liceach ogólnokształcących' (Directive . . . of 26 February 1960 concerning the regulation of the Matriculation examination in secondary schools). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 3, 1960, p. 45-8.
- Concerns the school-leaving certificate in general secondary schools. Examination regulations are appended.
- 42 'Zarządzenie . . . z dn. 27 kwietnia 1960 r. w sprawie organizacji roku szkolnego 1960/61. Zał.:

Instrukcja . . . ' (Ordinance . . . of 27 April 1960 concerning the organization of the school year 1960/61). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 6, 1960, p. 125-39.

'Zarządzenie . . . z dn. 22 maja 1961 r. w sprawie instrukcji programowej dla szkół ogólnokształcących i zawodowych na rok szkolny 1961/1962' (Ordinance . . . of 22 May 1961 concerning the curricula for secondary and vocational schools for the school year 1961/62). Zał. Instrukcja. . . In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 6, 1961, p. 117-43.

The above two are ordinances issued by the Minister of Education on the organization of primary education and general and vocational secondary education for young people and adults in the academic years 1960/61 and 1961/62.

- 43 'Zarządzenie z dn. 11 maja 1960 r. w sprawie planów studiów w studiach nauczycielskich' (Ordinance concerning curricula in teachers' colleges). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 8, 1960, p. 174-83.

- 44 'Zarządzenie . . . z dn. 30 maja 1960 r. w sprawie organizacji i działalności komitetów rodzicielskich w szkołach i przedszkolach' (Ordinance of the Ministry of Education of 30 May 1960 concerning the organization and activities of parents' committees in schools and kindergartens). Zał.: Regulamin Komitetu Rodzicielskiego. In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 8, 1960, p. 186-8.

The ministerial ordinance to which are appended the rules of procedure for parents' committees.

- 45 'Zarządzenie . . . z dn. 4 lipca 1960 r. w sprawie tymczasowego określenia kwalifikacji zawodowych wychowawców placówek wychowawczo-opiekuńczych. Instrukcja w sprawie organizacji egzaminu kwalifikacyjnego na wychowawcę domu dziecka, domu młodzieży, domu wczasów dziecięcych i pogotowi opiekuńczych oraz placówek wychowawczo-opiekuńczych specjalnych' (Ordinances of 4 July 1960 concerning the qualifications of various categories of educators in centres, vacation homes, etc., as well as concerning qualifying examinations). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 10, 1960, p. 174-83.
- 46 'Zarządzenie . . . z dn. 4 lipca 1960 r. w sprawie organizacji techników zawodowych zaocznych. Zał.: Statut' (4 July 1960 ordinance concerning the organization and statutes of correspondence schools for technical studies on the secondary level). In: *Dziennik urzędowy Ministerstwa Oświaty*, no. 11, 1960, p. 281-4.

- 47 'Zarządzenie . . . w sprawie regulaminu: (a) egzaminu dojrzałości w liceach ogólnokształcących dla pracujących; (b) eksternistycznego egzaminu dojrzałości liceum ogólnokształcącego dla pracujących' (Ordinances . . . concerning the conduct: (a) of the secondary school certificate examination for employed adults; (b) of the secondary school certificate examination for adults not attending classes). In: *Dziennik urzędowy Ministerstwa Oświaty*: (a) no. 7, 1961, p. 147-50; (b) no. 1, 1959, p. 1-2.

The following publication by the Ministry of Education is a collection of instructions:

- 48 MINISTERSTWO OŚWIATY. *Zbiór przepisów wydanych przez Ministerstwo Oświaty w sprawie dokształcania i kontroli nauki zawodu młodocianych w zakładach pracy* (Collection of instructions from the Ministry of Public Instruction relative to complementary education and to the supervision of vocational apprenticeship of young workers in enterprises). Warszawa, 1959. 94 p.

Following is an ordinance by the Ministry of Higher Education:

- 49 'Zarządzenie Ministra Szkolnictwa Wyższego z dn. 23 września 1958 zmieniające zarządzenie z dn. 22 października 1953 r. w sprawie warunków odbywania studiów wyższych oraz uzyskiwania dyplomów ich ukończenia w charakterze eksternistów przez nauczycieli i pracowników kulturalno-oświatowych' (Ordinance of the Ministry of Higher Education concerning the conditions in which members of the teaching profession may study at higher schools and take the examinations without attending courses). In: *Monitor Polski*, no. 80, 1958, p. 687-8.

The Ministry of Agriculture has published

- 50 KULAWIŃSKI, Karol; KUSZTRA, Grzegorz. *Poradnik dla nauczycieli, kierowników, dyrektorów szkół rolniczych oraz pracowników administracji szkolnictwa rolniczego* (Guide book for teachers, directors of agricultural schools as well as the administrative personnel of agricultural education). Warszawa, Ministerstwo Rolnictwa, Departament Oświaty Rolniczej, 1959. 468 p. Tables, bibliography. Mimeographed.

The Ministry of Health is concerned with instructions governing studies in academies of medicine:

- 51 *Zarządzenie Ministra Zdrowia z dn. 22 stycznia 1957 r. w sprawie regulaminu studiów w akademiach medycznych* (Ordinance of the Ministry of Health of

22 January 1957 concerning studies in academies of medicine). Warszawa, Druk. RWS 'Prasa', 1959. 8 p.

The Ministry of Culture and the Arts is responsible for:

- 52 'Rozporządzenie Ministra Kultury i Sztuki w sprawie: (a) organizacji państwowych podstawowych szkół muzycznych' (Ordinances of the Minister of Culture and the Arts concerning the organization of primary schools of music). In: *Dziennik ustaw*, no. 7, 1950, p. 88.
- (b) ustroju szkół muzycznych I i II stopnia; (c) ustroju szkół plastycznych II stopnia; (d) ustroju szkół baletowych II stopnia' (concerning the organization of: music schools in primary and secondary education; art schools on the secondary level; ballet schools on the secondary level). In: *Monitor Polski* (b) no. 20, 1954, p. 288-9; no. 54, p. 687; (c) 1954, no. 20, p. 288; (d) 1954, no. 20, p. 289.

Following [53-61] are the basic law on the school system and official directives concerning its execution:

- 53 'Ustawa z dnia 15 lipca 1961 r. o rozwoju systemu oświaty i wychowaniu' (Law of 15 July 1961 on the development of the system of instruction and education). In: *Dziennik ustaw*, no. 32, 1961. Published also in *Głos Nauczycielski*, 1961, no. 31, and as a separate pamphlet (Warszawa, PZWS, 1961).
- The law on the primary and secondary school system modified by post-war decrees; supersedes the Law of 11 March 1932. Comprises general directives on pre-primary education, general primary and secondary education, vocational training, special education, the protection of children and young people, adult education, complementary courses, teacher training, and the administration and supervision of all the above mentioned types of schools and educational establishments.
- 54 GOLAŃSKI, Henryk. 'Zadania szkolnictwa wyższego w przygotowaniu reformy systemu oświatowego' (Tasks of the higher schools in preparing the school reform). In: *Życie szkoły wyższej*, vol. 9, no. 5, 1961, p. 25-41.
- Article from the Ministry of Higher Education on the tasks of the higher schools in the preparation of the school reform.
- 55 JAROSIŃSKI, Witold. 'Reforma szkolnictwa i zadania nauczycieli' (The school reform and the teachers' tasks). In: *Nowa szkoła*, no. 7/8, 1961, p. 2-7.
- An address given by the secretary of the Central Committee of the United Workers' Party on school reform and the duties of teachers.
- 56 MINISTERSTWO OŚWIATY. 'Dezyderaty Ministerstwa Oświaty w sprawie udziału szkolnictwa wyższego

w realizacji reformy szkoły podstawowej i średniej' (Desiderata of the Ministry of Public Instruction in regard to the participation of higher schools in the realization of the reform of primary and secondary education). In: *Nowa szkoła*, no. 4, 1961, annex.

A statement by the Minister for Education on the part the Ministry wishes higher educational establishments to play in carrying through the reform of primary and secondary education.

- 57 —. 'O wstępnych pracach nad reformą szkolnictwa. Wytoczne do pracy nad siecią 8-klasowych szkół podstawowych' (Concerning the preliminary work of the Ministry in connexion with organizing the eight-year primary schools . . .). In: *Nowa szkoła*, no. 3, 1961, p. 1-5.

Information on the preliminary investigation carried out by the Ministry of Education on the organization of eight-year primary schools throughout the country.

- 58 —. 'O zadaniach inspektorów szkolnych' (The tasks of school inspectors). In: *Nowa szkoła*, no. 7/8, 1961, p. 8-37.

A lecture given by the Minister of Education on the duties of school inspectors, followed by a discussion between inspectors who attended the lecture.

- 59 —. 'Podstawowe zadania w zakresie kształcenia, doksztalcania i doskonalenia zawodowego nauczycieli w latach 1961-1965' (Fundamental tasks in the field of training and improving teachers during the years 1961-65). In: *Nowa szkoła*, no. 6, 1961, annex.

An article by the Minister of Education on the basic work of pre-service and in-service teacher training in the years 1961-65.

- 60 PLENUM KOMITETU CENTRALNEGO POLSKIEJ ZJEDNOCZONEJ PARTII ROBOTNICZEJ. VII. 20-21 stycznia 1961 r. (7th plenary meeting of the Central Committee of the United Polish Workers' Party held on 20-21 January 1961). *O reformie szkolnictwa podstawowego i średniego* (On the reform of primary and secondary education). Warszawa, Książka i Wiedza, 1961. 430 p.

Records of the seventh plenary session of the Central Committee of the Polish United Workers' Party, which was held to discuss the school reform bill tabled by the Party's Political Bureau. The report of the bureau, the opinions voiced by those who took part in the discussion or communicated by letter, and the resolution passed by the Party's Committee at the end of the session are reproduced, together with information which sheds light on the general principles underlying the school reform introduced under the Law of 15 July 1961. The report of the Party's Political Bureau on the school reform bill and other records of the Central Committee's plenary session held to discuss this problem have been published also in the reviews *Nowa szkoła* (no. 2, 1961), *Nowe drogi* (nos. 1 and 2, 1961), and *Życie szkoły wyższej* (no. 4, 1961).

- 61 TUŁODZIECKI, Wacław. 'Co przynosi ustawa o rozwoju systemu oświaty i wychowania' (Contribution of the new law to the development of the school system). In: *Nowa szkoła*, no. 9, 1961, p. 1-5.

General observations, by the Ministry of Education, on how the new law promotes the development of the educational system.

Basic legislation on compulsory school attendance and the rights and duties of teachers includes the next two entries:

- 62 'Dekret z dnia 23 marca 1956 r. o obowiązku szkolnym' (Decree of 23 March 1956 on compulsory education). In: *Dziennik ustaw*, no. 9, 1956, p. 53-4.
- 63 'Ustawa o prawach i obowiązkach nauczycieli' (Law concerning the rights and duties of teachers). In: *Dziennik ustaw*, no. 12, 1956, p. 73-8.

For basic legislation on higher education, research institutes and the Polish Academy of Sciences, see:

- 64 CHMIEŁOWSKI, Józef; ĆWIKLIŃSKI, Władysław. *Podstawowe przepisy dotyczące szkolnictwa wyższego. . . . Według stanu na dzień 1.III.1960 r. Zesz.3* (Basic rules concerning higher education as stated by Act of 1 March 1960. Part 3). Warszawa, Ministerstwo Szkolnictwa Wyższego, 1960. 332 p.

Collection of legislative texts concerning higher education, published from 5 October 1958 to 31 December 1959 and including, among others, the text of the new law concerning schools of higher education.

- 65 'Uchwała Rady Ministrów z dnia 22 marca 1960 r. w sprawie nadania statutu organizacyjnego Polskiej Akademii Nauk' (22 March 1960 resolution of the Council of Ministers concerning the statutes of the Polish Academy of Sciences). In: *Monitor Polski*, no. 31, 1960, p. 306-9.
- 66 'Ustawa o szkołach wyższych z dnia 5 listopada 1958 r.' (Law of 5 November 1958 on higher schools). Warszawa, Państwowe Wydawnictwo Naukowe, 1959. 68 p. Also in: *Dziennik ustaw*, no. 68, 1958.
- Contains regulations concerning the organization of higher educational establishments, study courses, students, diplomas issued, teachers and assistants, and the organization and operation of higher educational establishments set up and maintained by the community.
- 67 'Ustawa z dnia 17 lutego 1960 r. o Polskiej Akademii Nauk' (Law of 17 February 1960 on the Polish Academy of Sciences). In: *Dziennik ustaw*, no. 10, 1960, p. 110-14.

- 68 'Ustawa z dnia 17 lutego 1961 r. o instytutach naukowo-badawczych' (Law of 17 February 1961 on research institutes). In: *Dziennik ustaw*, no. 12, 1961, p. 173-7.

There are several collections of regulations affecting education:

- 69 BUCZKOWSKI, Jan; WÓJCIK, Józef. *Stosunki służbowe pracowników szkolnictwa . . .* (Service relations of workers in education . . .). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 2 vols.

Collection of legislative provisions, ordinances, directives and regulations concerning the rights and duties of teachers and the administrative staff of schools. The first volume deals with teachers and the second with administrative staff. Each has an alphabetical subject index.

- 70 CENTRALNY ZARZĄD SZKÓŁ ARTYSTYCZNYCH (Central Administration of Art Schools). *Poradnik dla pracowników pedagogicznych i administracyjnych szkolnictwa artystycznego* (Guide for workers in education and administrators of art education). Warszawa, 1953-54. 4 vols.

Collection of legislative provisions and observations concerning the teaching of art. The third volume concerns the administrative staff of higher schools of art and of primary and secondary art schools. The fourth volume contains instructions as to the internal organization of primary and secondary art schools, art centres, etc.

[See also 79.]

- 71 WÓJCIK, Józef; BUCZKOWSKI, Jan. *Zbiór przepisów obowiązujących w szkolnictwie zawodowym w zakresie organizacji i administracji szkolnictwa zawodowego, organizacji wychowania i nauczania w szkolnictwie zawodowym, oraz spraw uczniów i absolwentów szkół zawodowych, aktualny na dzień 30 czerwca 1958 r.* (Collection of regulations applying to vocational education in regard to the organization and administration of vocational education . . . and the affairs of students and graduates as of 30 June 1958). Warszawa, Państwowe Wydawnictwo Szkolnictwa Zawodowego, 1959. 484 p.

There is an alphabetical subject index.

- 72 WOSZCZAK, Józef. *Zbiór zarządzeń, przepisów i wytycznych w sprawie organizacji czasów dla dzieci i młodzieży* (Collections of rules and regulations concerning the organization of vacations for children and young people). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1958. 226 p.

Following is an index of laws, decrees, instructions and other official ordinances now in force:

- 73 ZRZESZENIE PRAWNIKÓW POLSKICH. ZARZĄD OKRĘGU W KATOWICACH (Association of Polish Lawyers, District Administration in Katowice). *Bieżący skorowidz przepisów prawnych* (Current index of legal regulations), 4th ed., eds. Antoni Agopszowicz, *et al.* Katowice, 1959. 139 p.

Index of abbreviations, description of chapters, detailed index of contents, alphabetical index. A systematic index of legislation, in alphabetical order. Includes all the official regulations at present in force (laws, decrees, ordinances, directives, statutes, etc.) on education and schooling in Poland. The systematic index is always kept up to date; additional sheets on which recent official regulations are shown may be regularly inserted—by subject—in the appropriate sections, chapters and paragraphs of the index of legislation.

Administration of the educational system

Two Ministries, the Ministry of Education [74] and the Ministry of Higher Education [75], are concerned solely with the organization and administration of the educational system. Primary and secondary schools, higher educational establishments, training courses and special courses are organized also by a number of other Ministries, central offices, trade unions and associations, to meet their own needs.

All schools for young children, general primary and secondary schools, special schools, complementary schools and courses for adults, technical schools and secondary and higher institutions for the training of primary and secondary school teachers are controlled by the Ministry of Education.

At the regional level, schools are administered by curators (for each voivodship) and at the local level by inspectors (for each district), while educational supervision is exercised by the Ministry of Education. Universities and higher educational establishments—technical, agricultural and economic—are controlled by the Ministry of Higher Education.

Central administration of education

Following are central institutions responsible for the administration of certain types of schools and courses. First are the two Ministries mentioned above:

- 74 MINISTERSTWO OŚWIATY (Ministry of Education)
Al. I Armii WP, 25, Warszawa.
- 75 MINISTERSTWO SZKOLNICTWA WYŻSZEGO (Ministry of Higher Education)
ul. Miodowa, 6/8, Warszawa.

In general, the Ministries have their own education offices, departments or sections. Examples are the Ministries of Agriculture, Communications, Con-

struction, Culture and the Arts [76], Finance, Food and Purchasing, Foreign Affairs, Forestry and Wood Industry, Health and Social Welfare [77], Heavy Industry, the Interior, Justice, Mining and Electric Power, Navigation, Post and Telecommunications. The High Commission for Physical Culture [78] has a department of physical education.

Below are several addresses:

- 76 MINISTERSTWO KULTURY I SZTUKI (Ministry of Culture and the Arts)
Departament Pracy Kulturalno-Oświatowej i Bibliotek (Department of Cultural and Educational Activities and of Libraries), Zarząd Szkół Artystycznych (Central Administration of Art Schools), ul. Krakowskie Przedmieście, 15/17, Warszawa.
- 77 MINISTERSTWO ZDROWIA I OPIEKI SPOŁECZNEJ
Departament Średnich Szkół Medycznych, Departament Szkół Wyższych i Nauki, ul. Miodowa, 15, Warszawa.
The above is the address for the Department of Schools of Medicine and the Department of Higher Education and Science in the Ministry of Health and Social Welfare.
- 78 GŁÓWNY KOMITET KULTURY FIZYCZNEJ (High Commission for Physical Culture)
Departament Wychowania Fizycznego (Department of Physical Education), ul. Litewska, 2/8, Warszawa.

Other institutions responsible for the administration of certain types of education include the Association of Friends of Children, the Association of Lay Schools, Central Council of Workers' Trade Union Associations, Central Office of the 'Peasants' co-operatives', NOT (Central Technical Organization), Polish Economic Association, Society for the Dissemination of Knowledge, Union of Peasant Youth, Union of Polish Scouts, Union of Polish Teachers, and Union of Socialist Youth. Certain of these—which are primarily educational—are noted in some detail in the section on Education Associations [220-222].

The following may be consulted with regard to art education:

- 79 'Informator o szkolnictwie artystycznym na rok 1960/61' (Handbook of art education for the year 1960/61). In: *Biuletyn Ministerstwa Kultury i Sztuki*, no. 8, 1960. 13 p.

Information on the work of the Directorate of Art Education in the Ministry of Culture and the Arts, and on the schools it controls—music schools (primary, secondary, upper secondary and advanced), secondary and advanced schools of art, theatre, ballet and films. Ends with a list of all art schools, centres and boarding schools.

[For legislative texts, see 69 on the administration of education; 50 on personnel of agriculture schools; 70 on art education and personnel; and 71 on vocational schools.]

- 80 Administration of higher education is described in *Informator nauki polskiej, 1961* (Handbook of Polish science, 1961), ed. by Jerzy Kozłowski. Warszawa, Państwowe Wydawnictwo Naukowe, 1961. 451 p. Information about the Polish Academy of Sciences, its members, committees, commissions and institutes, and about higher educational establishments administered by certain Ministries, research institutes controlled by Ministries and other central offices, archives, museums, libraries and scientific societies and organizations. There are summaries in Polish, English and Russian, and an index of names and institutions at the end of the book.

A work on scholarships is

- 81 MINISTERSTWO SZKOLNICTWA WYŻSZEGO. *Przepisy w sprawie pomocy stypendialnej dla studentów szkół wyższych* (Rules concerning scholarships for students of higher educational establishments). Warszawa, 1959. 20 p.
See also on administration *Organizacja szkolnictwa w Polsce* [195].

Structure and organization

The basis of the Polish educational system is the unified school. All citizens are required to attend the seven-year primary school which, under the new school law of 15 July 1961 [53], is to be extended to eight years.

The curricula for general and vocational secondary schools are based on the primary school curriculum. Some types of vocational school which have higher entrance requirements are based on the secondary school curriculum (Article 18 of the new school law). Pupils who gain the secondary school leaving certificate (general or vocational) are entitled to continue their studies in the various types of higher educational establishments.

Women teachers for infant schools and primary teachers receive their training at teacher training schools and at educational institutes which provide a two-year course, based on the secondary school curriculum. Teachers for general and vocational secondary schools are trained in the universities, advanced schools of education or other types of higher educational establishment. Students must pass an entrance examination to qualify for promotion from a lower to a higher category of school.

Information on the reform of education may be obtained in

- 82 KĘDRYNA, Szymon. 'Przegląd publikacji dotyczących reformy ustroju szkolnego w Polsce' (Publications dealing with the reform of the school system in Poland). In: *Chowanna*, vol. 3/13/1959, no. 1/2, p. 88-109.

Bibliography abstracting books and articles for the period 1955-58.

An analysis is

- 83 FAŁSKI, Marian. *Aktualne zagadnienia ustrojowo-organizacyjne szkolnictwa polskiego* (Present problems of organization of the Polish system of education). Wrocław, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 424 p.

Analyses the present situation and the principal requirements in the field of education. Prepared as a preliminary to the school reform [53]. [See also 195.]

Pre-primary education is treated in

- 84 *Zajęcia w przedszkolu. Program tymczasowy* (Occupations of children in kindergartens. Temporary curriculum), 4th corrected ed. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 118 p.

Nursery school curriculum.

[For official directives, see 35.]

For ordinances covering general primary and secondary education, see earlier items [34, 41 and 42].

For syllabuses and instructions, the following may be consulted:

- 85 MINISTERSTWO OŚWIATY. *Instrukcja w sprawie realizacji programu pracy ręcznej w szkole podstawowej* (Instructions concerning carrying out the manual labour curriculum in primary schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 8 p.

- 86 —. *Program nauczania dla liceów ogólnokształcących. Język angielski, francuski, niemiecki, łaciński. Kurs czteroletni* (English, French, German and Latin language syllabuses in the eighth to eleventh classes of the general secondary school). Warszawa, 1959. 38 p.

Syllabuses for other disciplines are published also.

- 87 —. *Program nauczania w szkole podstawowej* (Primary school curriculum). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 447 p.

[For changes in the curriculum, see 42.]

- 88 —. *Wytyczne programowe do nauczania pracy ręcznej w klasach VII, IX, X liceum ogólnokształcącego* (Directives concerning the teaching of manual

work in the eighth, ninth and tenth years of the general secondary school). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 67 p.

The following bibliographies are pertinent:

- 89 UKLEJSKA, Maria; SYPNIEWSKA, Henryka; EICHELBERGER, Irena. *Centralny katalog wychowania fizycznego i sportu* (Union catalogue of physical education and sports). Tom 1: Do grudnia 1955 r. (Tome 1: to December 1955). Warszawa, Sport i Turystyka, 1960. 627 p. Mimeographed. Résumés in English, French and Russian.

- 90 'Wychowanie moralno-społeczne' (Moral and social education). In: *Ruch pedagogiczny*, vol. 3/35/1961, no. 1, p. 82-91.

Systematic bibliography of Polish works on a special field of education published from 1945 to 1960.

After-school work is discussed in:

- 91 JAKUBOWSKI, Stefan. *Organizacja pracy w szkolnych kołach PCK* (Organization of work in Red Cross school groups). Warszawa, Państwowy Zakład Wydawnictw Lekarskich, 1959. 47 p.
- 92 MINISTERSTWO OŚWIATY. *Wytyczne w sprawie prac społecznie użytecznych w szkołach i placówkach oświatowo-wychowawczych* (Directives concerning socially useful work in schools and educational establishments). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 14 p.

[For ordinances governing this field, see 30, 33 and 37.]

Information on primary and secondary education for national minorities is furnished by

- 93 MAUERSBERGER, Stanisław. 'Szkolnictwo dla mniejszości narodowych' (Education for national minorities). In: *Nowa szkoła*, no. 2, 1960, p. 8-11. General information on the organization and syllabuses of schools for national minorities. Statistical table.

For the organization of vocational education consult

- 94 WÓJCIK, Józef. *Zagadnienia ustrojowo-organizacyjne szkolnictwa zawodowego* (Organization of the vocational school system). Warszawa, Państwowe Wydawnictwa Szkolnictwa Zawodowego, 1959. 144 p. Mimeographed.

[For legal material on the organization of this form of education, see 42. For an ordinance governing schools of the arts, see 52.]

Various types of vocational schools are noted in:

- 95 *Informator dla kandydatów do szkół rolniczych* (Handbook on schools of agriculture). Wąbrzeźno, 1959. 24 p.

- 96 *Informator o średnich szkołach medycznych na rok 1959/60* (Handbook concerning medical schools for 1959-60). Warszawa, Państwowe Zakłady Wydawnictw Lekarskich, 1959. 47 p.

- 97 *Informator szkolnictwa zawodowego na rok szk. 1961/62* (Handbook on vocational schools for 1961/62). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1961. 285 p.

[See also 42.]

- 98 MINISTERSTWO OŚWIATY. *Informator. Wykaz szkół zawodowych i specjalności absolwentów w roku 1961* (Handbook. List of vocational schools and specialization in 1961). Warszawa, 1960. 95 p.

- 99 *Sprawozdanie z działalności Centralnego Ośrodka Pedagogicznego szkolnictwa artystycznego i okręgowych zespołów metodyczno-programowych w 1959 r.* (Report on the activity of the National Education Centre and the regional education centres of art teaching in 1959). Warszawa, Powielarnia 'Copia', 1959. 33 p.

Higher education is treated in:

- 100 KRASSOWSKA, Eugenia. 'Aktualne problemy szkolnictwa wyższego' (Current problems in higher education). In: *Życie szkoły wyższej*, vol. 8, no. 1, 1960, p. 1-12.
- 101 LEGOWICZ, Jan. 'Z 15-lecia szkoły wyższej w Polsce' (15 years of higher education in Poland). In: *Życie szkoły wyższej*, vol. 7, no. 10, 1959, p. 1-13.
- 102 MINISTERSTWO SZKOLNICTWA WYŻSZEGO. DEPARTAMENT PLANOWANIA I ORGANIZACJI (Ministry of Higher Education. Department of Planning and Organization). *Szkolnictwo wyższe w Polsce w okresie powojennym* (Higher education in post-war Poland). Warszawa, 1958. 26 p. Mimeographed.
- 103 SKUBAŁA, Zofia; TOKARSKI, Zbigniew. *Polish universities*. Warsaw, Polonia Publishing House, 1959. 174 p. French, German and Russian editions also.
- 104 SZCZEPAŃSKI, Jan. 'Zadania uniwersytetów w perspektywie planu 15-letniego' (University tasks seen within the 15-year plan). In: *Życie szkoły wyższej*, vol. 7, no. 10, 1959, p. 29-40.

Information on particular higher studies may be found in:

- 105 AKADEMIA WYCHOWANIA FIZYCZNEGO (Academy of Physical Education). *Informator Akademii Wychowania Fizycznego im. gen. bryg. Karola Świerczewskiego* (Handbook about studies at the Academy of Physical Education). Warszawa, 1961. 138 p.
- 106 MINISTERSTWO SZKOLNICTWA WYŻSZEGO. *Informator dla kandydatów do szkół wyższych na r. szk.*

- 1961/62 (Handbook for candidates for higher schools). Warszawa, 1960. 293 p.
- 107 MINISTERSTWO SZKOLNICTWA WYŻSZEGO. *Informator dla ubiegających się o przyjęcie na wyższe studia dla pracujących w r. szk. 1959/60* (Handbook for workers who wish to continue their studies). Warszawa, 1959. 18 p.
- 108 —. *Regulamin studiów zaocznych w uniwersytetach* (Regulation concerning extra-mural studies in universities). Warszawa, 1961. 19 p.
- 109 —. *Regulamin zawodowych studiów zaocznych w wyższych szkołach rolniczych* (Regulation concerning extra-mural courses in higher agricultural schools of agronomy). Warszawa, 1959. 18 p.
- 110 PAŃSTWOWA WYŻSZA SZKOŁA TEATRALNA I FILMOWA (School for Theatrical Productions and Films). *Informator dla nowowstępujących w r. akad. 1960/61 na wydziały: aktorski, operatorski, reżyserii filmowej oraz studium teorii filmu* (Handbook for the academic year 1960/61 for new entrants to the following courses: dramatic art, operatic art, film production and the study of the theory of film making). Łódź, 1960. 16 p.
- 111 *Regulamin studiów w szkołach wyższych* (Regulation concerning studies in higher schools). Warszawa, Druk. U.J., 1959. 26 p.
- 112 SZKOŁA GŁÓWNA PLANOWANIA I STATYSTYKI (Central School for Planning and Statistics). *Informator o wyższych studiach ekonomicznych* (Handbook concerning higher studies in economics). Warszawa, 1959. 19 p. Memo.

The Ministry of Health issued an ordinance concerning studies in academies of medicine [51].

[For ordinances governing special education, see 29 and 31.]

For curricula and syllabuses, the following may be consulted:

- 113 MINISTERSTWO OŚWIATY. *Program nauczania w szkole podstawowej specjalnej. Kl. 1-4* (Curricula for classes 1 to 4 of the special primary school). Warszawa, 1958. 94 p.
- 114 —. *Program nauczania w szkole podstawowej specjalnej. Kl. 5-7* (Curricula for classes 5 to 7 of the special primary school). Warszawa, 1958. 47 p.
- 115 —. *Program nauczania w szkole podstawowej specjalnej. Przeposobienie zawodowe. Kl. 4-7* (Curricula of vocational training for students in classes 4 to 7 in special primary schools). Warszawa, 1958. 35 p.
- 116 —. *Program nauczania w szkole podstawowej specjalnej. Wychowanie fizyczne i śpiew. Kl. 1-7*

(Curricula for physical education and singing for classes 1-7 of the special primary school). Warszawa, 1958. 39 p.

- 117 'Plany nauczania w szkołach podstawowych dla dzieci niewidomych, głuchych, upośledzonych umysłowo' (Primary school curricula for blind, deaf and retarded children). In: *Dziennik urzędowy Ministerstwa Oświaty*, 1958, no. 6, p. 106-8; 1961, no. 9, p. 246-8.

The following work constitutes a bibliography devoted to problem children:

- 118 WYCZLIŃSKA, Anna. 'Wychowanie dzieci trudnych i przestępczych' (Education of difficult and delinquent children). Wybór prac w języku polskim opublikowanych w latach 1945-1960. In: *Ruch pedagogiczny*, vol. 3/35, 1961, no. 2, p. 103-11. To be continued in no. 3.

Selective, annotated and systematic bibliography of books, pamphlets and articles published in Polish from 1945 to 1960. The first part contains works on the course and causes of difficulties in education and of juvenile delinquency. The second deals with works on the prevention of these difficulties and on rehabilitation and effecting the return to normal life.

Information on the organization of primary and secondary adult education may be found in:

- 119 *Instrukcja programowa dla ogólnokształcących liceów dla pracujących na r. szk. 1957/58* (Instructions concerning the curricula in the general secondary instruction for workers). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1957-58. 5 pamphlets.
- 120 *Program kursów nauki początkowej dla dorosłych* (Curricula of elementary courses for adults). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 31 p.
- 121 *Program nauczania szkoły dla pracujących Kl. 5-7* (Curriculum for adult primary education, fifth to seventh classes). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 91 p.

A bibliography of adult education is

- 122 WOJCIECHOWSKI, Kazimierz. *Bibliografia oświaty dorosłych w wyborze* (Selective bibliography of adult education). Warszawa, Wiedza Powszechna, 1957. 78 p.

A selection of books and articles published in Polish from 1901 to 1957. Subject classification, with an alphabetical index of authors' names at the end.

There are teacher training colleges in Gdańsk, Katowice, Kraków and Opole, each called 'Wyższa Szkoła Pedagogiczna'.

[For general information on teacher training, see 54-56 and 59. For ordinances on the organization of teacher training courses, see 36, 39, 43, 45, 49.]

The following may be consulted concerning curricula for teacher training:

- 123 *Materiały programowe dla studiów nauczycielskich* (Curricula for pedagogical institutes. Different specialties). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. Separate pamphlets.
- 124 MINISTERSTWO OŚWIATY. *Program przedmiotów pedagogicznych. Wariant I i II* (Two variants in curricula of education subjects, for teachers' schools). Warszawa, 1958. 18 + 28 p. Mimeographed.
- 125 ——. *Program nauczania w liceum pedagogicznym... Przedmioty pedagogiczne* (Curriculum of teachers' schools. Education subjects). Warszawa, 1961. 19 p. Mimeographed.
This curriculum replaces the above two variants.
- 126 ——. *Program nauczania w liceum pedagogicznym. Cz. I i 2: Plany nauczania przedmiotów ogólnokształcących* (Curricula for general education in teachers' schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 131 + 95 p. Two parts.

There follows a bibliography for the same field:

- 127 BARDECKA, Daniela. 'Kształcenie nauczycieli w Polsce. Informacja bibliograficzna za okres 1956-1958' (Teacher training. Bibliographical information for 1956-58). In: *Ruch pedagogiczny*, vol. 1/33/1959, no. 1, 78-84, no. 3, p. 334-41; vol. 3/35/1960, no. 1, p. 111-19.

Refresher courses for teachers are governed by an ordinance [40].

Ordinances concerning various types of aid for children and adolescents may be found in the section 'Legislative and policy documentation' above [28, 38 and 72]. For regulations on scholarships in higher educational establishments, see *Przepisy... pomocy stypendialnej*... [81].

Examples of works on method are:

- 128 CZEKAŃSKA, Maria. *Zarys metodyki geografii* (Outline of methods of teaching geography). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 304 p.
A study of methods of teaching geography. Bibliography in Polish at the end of each chapter.
- 129 GAŁECKI, Włodzimierz. *Metodyka nauczania języka rosyjskiego w szkole podstawowej* (Methodology of teaching Russian in primary school). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1958. 218 p.

- 130 KRYGOWSKA, Zofia; KULCZYCKI, Stefan; STRASZEWICZ, Stefan. *Nauczanie geometrii w klasach licealnych szkół ogólnokształcących* (The teaching of geometry in terminal classes of the general secondary school), 2nd ed. Warszawa, Instytut Pedagogiki, 1957. 530 p.

- 131 KUTZNER, Jania, ed. *Metodyka wychowania fizycznego w klasach I-IV* (Physical education methods in classes 1-4 of the primary school). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 776 p.

A composite work on the function of physical education in the first four classes in the primary school, and on methods to be adopted.

- 132 MOSZCZEŃSKA, Wanda; BORNHOLTZOWA, Adela. *Z metodyki nauczania historii* (On methodology of teaching history). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1957. 80 p.

- 133 SZYBKA, Czesław. *Samodzielna praca uczniów na lekcjach historii* (The individual work of students in history lessons). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1957. 112 p.

- 134 ZBOROWSKI, Jan. *Początkowa nauka czytania* (Teaching reading). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 240 p.

Information on books used in elementary classes in Poland and other countries, both in the past and today, and on the psychological and physiological bases of the reading process.

A bibliography in this field is

- 135 CZERNIEWSKI, Wiktor. 'Książka z zakresu dydaktyki ogólnej i szczegółowej. Bibliografia publikacji w języku polskim, wydanych w latach 1955-1957' (Works on method...). In: *Kalendarz nauczycielski 1958-1959* (Teachers' almanach 1958-59). Warszawa, Nasza Księgarnia, 1958. p. 129-30.

Below is a sampling of works devoted to education before the Second World War:

- 136 CHMAJ, Ludwik. *Kierunki i prądy pedagogiki współczesnej* (Movements and trends in contemporary education). Warszawa, Nasza Księgarnia, 1938. 752 p.

Analytical and critical notes on the educational systems and theories of Polish and foreign educators.

- 137 NAWROCZYŃSKI, Bogdan. *Polska myśl pedagogiczna, jej główne linie rozwojowe, stan współczesny i cechy charakterystyczne* (Polish educational theory, its evolution and characteristics). Lwów/Warszawa, Książnica-Atlas, 1938. 296 p.

Concise account of the development of education, educational psychology and sociology in Poland over the period 1863-1938.

- 138 SUCHODOLSKI, Bogdan. *Polityka kulturalno-oświatowa w Polsce współczesnej* (Educational and cultural policy in Poland today). Warszawa, Nasza Księgarnia, 1937. 134 p.

The problem of educational and cultural policy in pre-war Poland.

Educational studies and research

A number of bodies are concerned with educational research [1, 140-142]. The Educational and Psychological Research Committee of the Polish Academy of Sciences is responsible for co-ordinating their activities.

In recent years, research has been mainly concerned with problems connected with the new school reform. The object of this reform is two-fold: on the one hand, to extend the period of compulsory schooling for all children and to develop the system of general and vocational education for workers, and, on the other, to modernize school curricula so as to bring them into line with the latest advances in science and technology and with the needs of modern society, while at the same time improving the standard of the work done by the schools. This improvement would be effected by encouraging the general adoption of activity methods, reforming school textbooks, applying new teaching techniques and maintaining a close relationship between school and life, theory and practice, formal and general education. [See 53, the new law on the development of the system of education.] The findings of research projects on methods of formal and general education have been published [see 181-187].

General information may be found in

- 139 SUCHODOLSKI, Bogdan. 'Pedagogika i psychologia' (Education and psychology). In: *Dziesięć lat rozwoju nauki w Polsce Ludowej* (Ten years of development of education in People's Poland). Warszawa, Państwowe Wydawnictwo Naukowe, 1956. p. 193-221.

Following are names and addresses of institutions which organize research in the fields of education and psychology:

- 140 POLSKA AKADEMIA NAUK (Polish Academy of Sciences)

Komitet Nauk Pedagogicznych i Psychologicznych (Educational and Psychological Research Committee), Pałac Kultury i Nauki, Warszawa.

The social sciences section of this Polish Academy of Sciences, which was founded in 1952, has the following laboratories, all

of which are located at the Pałac Kultury i Nauki in Warsaw: Pracownia Dziejów Oświaty (Laboratory of the history of education), Pracownia Ustroju i Organizacji Oświaty (Laboratory of the school system and the organization of public instruction), Pracownia Psychologii Ogólnej (Laboratory of general psychology) and Pracownia Psychometryczna (Laboratory of psychometry). The Polish Academy of Sciences has a section in Krakow: Oddział PAN w Krakowie — Komisja Nauk Pedagogicznych, ul. Sławkowska, 17, Kraków.

INSTYTUT PEDAGOGIKI (Educational Research Institute)

This institute is within the Ministry of Public Instruction (Ministerstwo Oświaty). [See 1 for address.]

- 141 INSTYTUT PEDAGOGIKI SPECJALNEJ (Institute of Special Education)
ul. Spiska, 16, Warszawa.

- 142 CENTRALNY OŚRODEK METODYCZNY (Centre of Methodology)

Al. Armii WP, 25, Warszawa.

This centre is within the Ministry of Public Instruction.

The universities have education departments and provide courses in education and psychology. For information on the universities themselves, see the *World of learning* [International sources 7] and *Polish universities* [103]. For addresses of university libraries, see below [260-262].

The following periodicals and series are prepared by the Educational and Psychological Research Committee of the Polish Academy of Sciences [140]:

- 143 *Studia pedagogiczne* (Studies in education). Wrocław, Zakład im. Ossolińskich, 1956- . Annual.
144 *Studia psychologiczne* (Studies in psychology). Wrocław, Zakład im. Ossolińskich, 1956- . Annual.

All the following series or monographs [145-148] are published by Zakład im. Ossolińskich, Wrocław:

- 145 *Biblioteka klasyków pedagogiki* (Library of translations of classical educational works).
Includes two series:
Pisarze polscy (Polish authors), 1955- .
Pisarze obcy (Foreign authors), 1956- .
146 *Monografie pedagogiczne* (Education monographs), 1954- .
147 *Rozprawy z dziejów oświaty* (Lectures on the history of education), 1958- .
148 *Źródła do dziejów myśli pedagogicznej* (Documents related to the history of educational philosophy), 1957- .

The Educational Research Institute [1], which is within the Ministry of Education, issues

- 149 INSTYTUT PEDAGOGIKI. *Rocznik Instytutu Pedagogiki* (Yearbook of the Institute...). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1955-. Annual.

Certain of the universities—Uniwersytet Jagielloński in Kraków, Uniwersytet im. Adama Mickiewicza in Poznań and the Uniwersytet im. Bolesława Bieruta in Wrocław—issue scientific booklets, called

- 150 *Zeszyty naukowe*.
Contain series devoted to psychology and education; philosophy, education and psychology, etc.

Moreover, two of the teachers' training colleges, Wyższa Szkoła Pedagogiczna in Katowice and Wyższa Szkoła Pedagogiczna in Opole, put out *Zeszyty naukowe* also. The teachers' college of Kraków issues

- 151 *Roczniki naukowo-dydaktyczne*.
Scientific and didactic yearbooks.

Several works on general education are included here [152-157]:

- 152 KOTARBIŃSKI, Tadeusz. *Sprawność i błąd. Z myślą o dobrej robocie nauczyciela* (Output and error), 3rd ed. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 168 p.

A collection of articles entitled 'Efficiency and mistakes', consisting of analyses of theory and practice, followed by a discussion of efficiency in teaching.

- 153 MYSEAKOWSKI, Zygmunt. *Kształcenie i doświadczenie* (Training and experience). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1961. 252 p. Bibliogr.

A collection of articles entitled 'Training and experience'. On thorough, efficient teaching. At the end is an index of authors and subjects, and also summaries in French, English and German.

- 154 SUCHODOLSKI, Bogdan. *O pedagogikę na miarę naszych czasów* (Education made to measure in our times), 2nd ed. Warszawa, Książka i Wiedza, 1959. 739 p.

Considerations on the necessity of developing an education tailored to our present needs.

- 155 —. *U podstaw materialistycznej teorii wychowania* (Fundamental bases of the materialistic theory of education). Warszawa, Państwowe Wydawnictwo Naukowe, 1957. 403 p.

In discussing sources of education, notes the importance of the work of Marx and Engels.

- 156 —. *Wychowanie dla przyszłości* (Education for the future). Warszawa, Państwowe Wydawnictwo Naukowe, 1960. 436 p.

- 157 SZANIAWSKI, Ignacy. *Kształcenie politechniczne a praca ręczna* (Polytechnical training and manual labour). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 385 p.

A systematic discussion.

Selected works on education and its problems are [158-166]:

- 158 NAWROCZYŃSKI, Bogdan. *Zasady nauczania* (Principles of education), 2nd ed. Wrocław, Zakład im. Ossolińskich, 1957. 375 p.

A treatise on the theory of teaching, which is a re-edition of the pre-war publication. Includes a systematic index of persons and subjects.

- 159 OKOŃ, Wincenty. *Proces nauczania* (Process of teaching), 3rd ed. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1958. 303 p.

An analysis of the teaching process based on the observation of lessons given by different teachers. Has been translated into German and Japanese.

- 160 —, ed. *Zagadnienia dydaktyki* (Educational problems). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 419 p. (Problemy Współczesnego Wychowania, vol. 2).

A collection of articles by several Polish and foreign authors.

- 161 PARNOWSKA-KWIATKOWSKA, Maria. *Badanie twórczości plastycznej dzieci 3-4 letnich na zajęciach zespołowych w przedszkolu* (Research into the plastic creativeness of children from 3-4 years old during group activities in nursery school). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 255 p. Illus., tabl.

- 162 RADLIŃSKA, Helena. *Pedagogika społeczna* (Sociological education). Wrocław, Zakład im. Ossolińskich, 1961. 415 p.

With a foreword by Ryszard Wroczyński and Aleksander Kamiński. Elaboration of text and comments by Wanda Wyrobkova-Delawska.

- 163 SOŚNICKI, Kazimierz. *Dydaktyka ogólna* (General didactics). Wrocław, Zakład im. Ossolińskich, 1959. 512 p.

A treatise on the 'general teaching method'. Analyses educational theory and principles in relation to special problems of the theory of education. Includes an alphabetical index of persons and subjects.

- 164 SUCHODOLSKI, Bogdan, ed. *Materiały do studiów pedagogicznych* (Material for educational studies). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1957-59. 5 vols.

Collection of articles by various Polish and foreign authors which may be of interest to students of education. Composed of five volumes, volume 1 being on the bases of education; volume 2, the problem of teaching method; volume 3, the

problem of educational theory; volume 4, the history of educational thinking; volume 5, the social function of education.

- 165 SUCHODOLSKI, Bogdan, ed. *Podstawy pedagogiki* (Foundations of education). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 546 p. (Problemy Współczesnego Wychowania, 1).

A collection of selected articles written by various authors and dealing with the bases of education.

- 166 —. *Zarys pedagogiki* (Outline of education). *Praca zbiorowa* (Collective work). Warszawa, Państwowe Wydawnictwo Naukowe, 1958-59. 2 vols.

Works on educational psychology and sociology include:

- 167 BALEY, Stefan. *Psychologia wychowawcza w zarysie* (An outline of educational psychology), 5th ed. Warszawa, Państwowe Wydawnictwo Naukowe, 1960. 432 p. Illus., bibliogr.

A handbook of educational psychology. The introduction, which shows the author's approach to educational psychology, is by Professor Stefan Piachowski.

- 168 CHAŁASIŃSKI, Józef. *Spółeczeństwo i wychowanie* (Society and education), 2nd ed. Warszawa, Państwowe Wydawnictwo Naukowe, 1958. 335 p.

A study of problems relating to educational sociology. The main sections deal with the principles of educational sociology; education in primitive and feudal societies; the individual and the group in relation to the sociology of education; national aspects of the development of public education in Europe today; the school, traditional rural society and peasant culture; the school in American society. Includes a bibliography and index of names.

- 169 DOBROWOLSKI, Stanisław. *Struktury umysłów nauczycieli* (Teachers' mental make-up). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 368 p. Bibliogr. Résumés in English, French and Russian.

Incorporates research findings on the subject of teachers' mentality. States that individual aptitudes which may be taken as criteria for distinguishing between different types of teachers are reasoning, intuition, imagination, power of self-expression, organizing ability and method.

- 170 DOROSZEWSKA, Janina. *Terapia wychowawcza* (Educational therapeutics). Wrocław, Zakład im. Ossolińskich, 1957. 332 p. (Polska Akademia Nauk. Monografie Pedagogiczne, 6).

A study of educational therapy for children with long illnesses.

- 171 GIERULANKA, Danuta. *O przyswajaniu sobie pojęć geometrycznych* (On the subject of assimilating notions of geometry). Warszawa, Państwowe Wydawnictwo Naukowe, 1958. 129 p.

A study, based on classroom experience, of pupils' assimilation of geometrical concepts.

- 172 GRZYWAK-KACZYŃSKA, Maria. *Testy w szkole* (Tests in school). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 267 p. Bibliogr.

A study of the different types of intelligence test and their suitability for use with schoolchildren.

- 173 KONOPNICKI, Jan. *Problem opóźnienia w nauce szkolnej* (Problem of retardation in school). Wrocław-Kraków, Zakład im. Ossolińskich, 1961. 194 p. (Polska Akademia Nauk, Oddział w Krakowie, Prace Komisji Nauk Pedagogicznych, 7).

- 174 PARNOWSKI, Tadeusz, ed. *Dziecko i młodzież w świetle zainteresowań czytelniczych* (Research on reading interests of children and young people). Warszawa, Nasza Księgarnia, 1960. 201 p.

A composite work giving the results of research on reading interests of children and young people.

- 175 PIETER, Józef. *Poznanawanie środowiska wychowawczego* (Getting to know the educational milieu). Wrocław-Kraków, Zakład im. Ossolińskich, 1960. 217 p. (Polska Akademia Nauk, Oddział w Krakowie, Prace Komisji Nauk Pedagogicznych, 4).

A survey of the correct methods of studying social environment in relation to its educative effect upon children.

- 176 REUTT, Józef; REUTTOWA, Natalia. *Uczenie się dorosłych analfabetów* (Learning by adult illiterates). Analiza psychologiczna. Warszawa, Pax, 1957. 224 p. Résumés in English, French and German.

A psychological analysis of the learning process in illiterate adults.

- 177 SZEWCZUK, Włodzimierz. *Psychologia zapamiętywania* (Psychology of memory). Badanie eksperymentalne (Experimental study). Wrocław, Zakład im. Ossolińskich, 1957. 291 p. Bibliogr. (Polska Akademia Nauk. Monografie Pedagogiczne, 7).

- 178 SZUMAN, Stefan. *Rola działania w rozwoju umysłowym małego dziecka* (The role of action in the intellectual development of a small child). Wrocław, Zakład im. Ossolińskich, 1955. 128 p. (Polska Akademia Nauk. Monografie Pedagogiczne, 2).

- 179 ŻEBROWSKA, Maria. *Wprowadzenie do psychologii społecznej* (Introduction to social psychology), ed. by Stefan Bailej. Warszawa Państwowe Wydawnictwo Naukowe, 1959. 227 p.

Posthumous publication of a work by Mme Zebrowska, professor of educational psychology.

[See also 162.]

A bibliography in the field of psychology is

- 180 PTASZYŃSKA, Wanda. *Bibliografia prac z psychologii rozwojowej i wychowawczej wydanych po roku 1955* (Bibliography of works on child psychology and

educational psychology published after 1955).
Warszawa, Powielar. 'Copia', 1960. 20 p.

Reports have been published on the findings of educational research projects:

- 181 ALTSZULER, Ida. *Badania nad funkcją oceny szkolnej* (Research concerning the functions of school tests). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 231 p.

The results of research on the importance of school marks in the educational process.

- 182 BARTECKI, Jan. *Aktywizacja procesu nauczania poprzez zespoły uczniowskie* (Activation of the teaching process by means of student groups). Warszawa, Państwowe Wydawnictwo Naukowe, 1958. 229 p.

On team work as a stimulus to the learning process. Gives the results of research in the teaching of physics.

- 183 KUPISIEWICZ, Czesław. *O efektywności nauczania problemowego* (Concerning the effectiveness of teaching through problems). Warszawa, Państwowe Wydawnictwo Naukowe, 1960. 175 p.

Research on methods of teaching science. The object is to show that effective teaching should start with the consideration of a specific problem.

- 184 LECH, Konstanty. *Rozwijanie myślenia uczniów przez łączenie teorii i praktyki* (Development of children's thinking through linking theory and practice). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 247 p.

Based on a number of experiments in the teaching of physics. The author attempts to blend teaching and activity methods for the purpose of achieving an improvement in both.

A work partly on theory in vocational guidance is

- 185 MINISTERSTWO OŚWIATY. SEKCJA PORADNICTWA ZAWODOWEGO (Ministry of Public Instruction. Vocational Guidance Section). *Z teorii i praktyki poradnictwa zawodowego* (On the theory and practice of vocational guidance). Warszawa, 1961. 93 p. Bibliography.

A composite work.

The two following volumes give results of research in various general schools on the achievements of school teaching:

- 186 OKOŃ, Wincenty. *Badania wyników nauczania w szkołach ogólnokształcących* (Analysis of the results of teaching in general schools). Praca zespołowa. Warszawa, Nasza Księgarnia, 1951. 211 p.
- 187 —. *Wyniki nauczania w szkołach ogólnokształcących* (Results of teaching in general schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1952. 302 p.

Works issuing from educational congresses and conferences include:

- 188 KRAJOWA NARADA DZIAŁACZY OŚWIATOWO-KULTURALNYCH. ZJEDNOCZONEGO STRONNICTWA LUDOWEGO, z dn. 28 i 29 IV.1959 r. (Conference of Cultural Workers of the United Peasants' Party on 28 and 29 April 1959). *Sprawy upowszechniania oświaty i kultury na wsi* (Problems of the extension of education and culture in the countryside). *Materiały* (Reports). Warszawa, Ludowa Spółdz. Wydawn., 1959. 248 p.

- 189 KRAJOWY ZJAZD OŚWIATY ZAWODOWEJ I ROLNICZEJ 21-24.I.1959 r. (National Congress of Vocational and Agricultural Education [held in Warsaw] 21-24 January 1959). *O dalszy rozwój oświaty zawodowej i rolniczej* (Concerning further development of vocational and agricultural education). *Materiały...* Warszawa, Nasza Księgarnia, 1960. 353 p.

- 190 OGÓLNOPOLSKA KONFERENCJA REKTORÓW WYŻSZYCH UCZELNI w dn. 17-19.XII.1957 w Poznaniu (Polish National Conference of Heads of Institutions of Higher Learning held 17-19 December 1957 in Poznań). *Problemy wychowania w szkole wyższej* (Teaching problems in the higher school). Warszawa, Ministerstwo Szkolnictwa Wyższego, 1958. 140 p.

- 191 PLENUM RADY UNIWERSYTETÓW LUDOWYCH. Przeprowadzone w dn. 20-21.IV.1959 r. (Council of People's Universities. Plenary session held on 20 and 21 April 1959). *Uniwersytety ludowe* (People's universities). *Materiały...* Warszawa, Iskry, 1960. 211 p.

- 192 WOJCIECHOWSKI, Kazimierz, ed. *Uniwersytet Powszechny w środowisku robotniczym* (People's University and labourers). Warszawa, Wiedza Powszechna, 1958. 267 p. Illus., tabl., bibliogr.

Papers read at a conference and selected studies on the nature and organization of workers' universities.

- 193 ZJAZD OŚWIATOWY 2-5 maja 1957 (Education Congress 2-5 May 1957). [Raporty i wnioski] (Reports and conclusions). Warszawa, Związek Nauczycielstwa Polskiego, 1958. 608 p.

From the second post-war congress held on public education in Poland by the Union of Polish Teachers.

- 194 ZWIĄZEK NAUCZYCIELSTWA POLSKIEGO. WYDZIAŁ PEDAGOGICZNY (Association of Polish Teachers. Education Section). *Oświata, wychowanie i nauka na III Zjeździe Polskiej Zjednoczonej Partii Robotniczej* (Education and science at the Third Congress of the Polish Joint Workers' Party). *Wybrane*

materiały (Selected items). Warszawa, Książka i Wiedza, 1959. 103 p.

Among works of comparative education, the following may be noted:

- 195 OZGA, Władysław. *Organizacja szkolnictwa w Polsce* (Organization of education in Poland). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 424 p.

A work with four parts and two annexes. The first part describes school systems of capitalist countries—Denmark, France, Sweden, the United Kingdom and the United States of America; of people's democratic republics—the German Democratic Republic and the U.S.S.R.; and the school system in Poland, before the war, under Hitler, and after the war. The second part provides information on the network of primary schools, while the third deals with the carrying out of compulsory primary education and the fourth with the outlook for education in the People's Republic of Poland. The annexes give supplementary statistical data and the plan for development of Polish education in the years 1961-65.

[For comparative education, see also 136 and 168.]
The following are bibliographies:

- 196 JĘDRZEJEWSKA, Genowefa. 'Prace psychologiczne publikowane w języku polskim w latach 1949-1959' (Psychological works published in Polish during the years 1949-59). In: *Psychologia wychowawcza*, vol. 3/17/1960, no. 3, p. 365-72; no. 4, p. 482-6.
- 197 KORNISZEWSKI, Feliks. 'Prace z zakresu historii wychowania i historii myśli pedagogicznej opublikowane w Polsce w latach 1944-1958 i 1959-1960' (Works of history of education and educational philosophy published in Poland in the years 1944-58 and 1959-60). In: *Przegląd historyczno-oświatowy*, vol. 2, 1959, no. 1/5, p. 151-79; vol. 4, 1961, no. 4.

Systematic bibliography of books and pamphlets. Two parts, with identical system of classification.

- 198 'Książki z zakresu psychologii, historii wychowania i oświaty oraz z pedagogiki. Wybór' (Selected books of psychology, history of education and pedagogy). In: *Kalendarz nauczycielski* (Teachers' almanach). Warszawa, Nasza Księgarnia, 1961/62. p. 279-90, 289-305.

Systematic bibliography of Polish educational works published in 1959 and 1960.

- 199 ZAKRZEWSKA, Maria. 'Kształcenie myślenia uczniów w procesie nauczania' (Forming children's thinking in education). In: *Ruch pedagogiczny*, vol. 2/34, 1960, no. 2, p. 95-9.

Selective, systematic bibliography of books and articles published in Polish in the years 1955-59.

Textbooks and instructional materials

Poland has about fifty publishing firms, some of which specialize in a particular field—school or university textbooks, children's books, books for young people, scientific works, etc. The following is a list of the names and addresses of publishing firms which may be of interest to educators, catalogues of works dealing with specific educational problems, the names and addresses of institutions producing teaching aids, and catalogues of such aids.

Publishing firms which produce works of interest to educators include:

- 200 Państwowe Zakłady Wydawnictw Szkolnych, Pl. Dąbrowskiego, 8, Warszawa.
The State publishing firm which issues textbooks for general primary and secondary schools, special schools and teacher training establishments, textbooks for the use of adults, and general works on education for the assistance of teachers.
- 201 Państwowe Wydawnictwa Szkolnictwa Zawodowego, ul. Pankiewicza, 3, Warszawa.
State publishing firm which produces textbooks for primary and secondary vocational schools.
- 202 Państwowe Wydawnictwa Literatury Dziecięcej 'Nasza Księgarnia', ul. Spasowskiego, 4, Warszawa.
'Our Bookshop' State publishing firm which specializes in the production of books for children and young people. It publishes works on education, and the periodicals *Miś* (Bear), a fortnightly periodical for children from 3 to 6 years of age; *Świerszczyk* (Cricket), a weekly publication for children from 7 to 9 years old; *Płomyzek* (Little flame), a weekly publication for children from 9 to 11 years old; *Płomyk* (Flame), a fortnightly for older children; and *Młody technik* (Young technician), a monthly publication on technical subjects, for young people.
- 203 Państwowe Wydawnictwo 'Iskry', ul. Smolna, 11/13, Warszawa.
State publishing house which specializes in books for young people and in popular science books.
- 204 Państwowe Wydawnictwo Naukowe, ul. Krakowskie Przedmieście, 79, Warszawa.
State scientific publishing firm, which produces textbooks for scientific institutes, also other scientific works and popular science books.
- 205 Spółdzielnia Wydawnicza 'Książka i Wiedza' ('Book and Knowledge' Publishers' Co-operative), Al. 3-go Maja, 36, Warszawa.
A co-operative publishing firm which issues books on politics and education.

Some other state publishing firms are the Państwowy Instytut Wydawniczy, specializing in modern and classical literature; the Państwowe Wydawnictwo Rolnicze i Leśne, a publisher of scientific works and

popular science books on agriculture and forestry; Państwowe Wydawnictwo Techniczne, another publisher of scientific works; Państwowe Wydawnictwo 'Wiedza Powszechna', which publishes popular science works; Polskie Wydawnictwo Gospodarcze, publishing works on economics, commerce and statistics; Polskie Wydawnictwo Muzyczne, a music publishing firm. Wydawnictwo Zakładu im. Ossolińskich publishes biographies, memoirs and scholarly works on the humanities.

The publishing houses mentioned above publish catalogues devoted to their special fields. In addition, there is

- 206 Składnica Księgarska (Book Depot), ul. Mazowiecka, 9, Warszawa.

Publishes union catalogues of textbooks and other books for the use of pupils, of different types of students and teachers, as well as a general catalogue, of which a recent issue is

Katalog składowy. Warszawa, Składnica Księgarska, 1960. 2 vol.

The first volume of this catalogue contains an alphabetical list of authors and titles of works published. The second provides an alphabetical index to subjects treated.

Producers of teaching aids are:

- 207 NAUCZYCIELSKA SPÓŁDZIELNIA PRACY POMOCY SZKOLNYCH I NAUKOWYCH 'URANIA' ('Urania' Teachers' Co-operative for School and Educational Assistance)

ul. Jezuicka, 3, Warszawa.

An educational co-operative.

- 208 ZJEDNOCZENIE PRZEMYSŁU POMOCY NAUKOWYCH I ZAOPATRZENIA SZKÓŁ (Industrial Union for Teaching Aids and School Equipment)

Al. I Armii WP, 25, Warszawa.

An association of firms. The various State institutions in this field belong to the association, as do the regional departments which supply school equipment.

- 209 WYTWÓRNI FILMÓW OŚWIATOWYCH (Educational Films Laboratory)

ul. Kilińskiego, 210, Łódź.

State institution for the production of educational films.

- 210 'WSPÓLNA SPRAWA' INWALIDZKA SPÓŁDZIELNIA EMERYTÓW NAUCZYCIELI ('Mutual Affairs' Co-operative of Invalid Retired Teachers)

ul. Jasna, 14/16, Warszawa.

Co-operative of retired invalid teachers who assist in the production of audio-visual aids for use in schools.

Catalogues of teaching aids include:

- 211 MINISTERSTWO OŚWIATY. INSTYTUT PEDAGOGIKI.
Podstawowe wyposażenie szkoły ogólnokształcącej w pomoce naukowe, materiały i sprzęt szkolny

(Teaching aids and equipment for schools of general education). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1961. 139 p.

- 212 *Pomoce naukowe wykonywane w szkole* (Teaching aids produced at school). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1954-57. 5 vols.

- 213 WYTWÓRNI FILMÓW OŚWIATOWYCH W ŁODZI (Production of educational films at Lodz). *Katalog filmów oświatowych/Catalogue des films éducatifs*. Warszawa, Wydawn. Artyst. i Filmowe, 1960. 239 p. Illus.

Bilingual Polish-French catalogue.

- 214 ZARZĄD PRZEMYSŁU SZKOLNEGO. OŚRODEK POMOCY NAUKOWYCH (Administration of School Industry. Centre for Teaching Aids). *Katalog pomocy naukowych* (Catalogue of teaching aids). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1954-61. 5 vols.

For fuller information concerning teaching aids, address the Ministry of Education's Association for Teaching Aids, Zjednoczenie Przemysłu Pomocy Naukowych, at the address given for the Ministry [74].

Education associations

The following, in alphabetical order, are the leading associations concerned with specific educational problems. Their many activities include holding courses and lectures and the production of periodicals and other publications.

- 215 POLSKIE TOWARZYSTWO PSYCHOLOGICZNE (Association of Polish Psychologists)

ul. Fredry, 10, Poznań.

Has branches in university towns.

- 216 POZNAŃSKIE TOWARZYSTWO PEDAGOGICZNE (Poznan Educational Association)

At the same address as the above.

- 217 TOWARZYSTWO KRZEWIENIA KULTURY FIZYCZNEJ (Association for the Encouragement of Physical Culture)

Pl. Dąbrowskiego, 8, Warszawa.

For a description of this association's activities, see

Towarzystwo Kultury Fizycznej przedstawia się (Introducing the Association for Physical Culture). Warszawa, Druk. RSW 'Prasa', 1960. 46 p.

- 218 TOWARZYSTWO KRZEWIENIA WIEDZY PRAKTYCZNEJ (Association for the Dissemination of Practical Knowledge)

Warszawa.

This association is described in

DĘBOWSKI, Eugeniusz. *Towarzystwo Krzewienia Wiedzy Praktycznej. Cele, zadania, działalność* (The association. . . Its aims, tasks and activity). Warszawa, Druk. Technikum Poligraf., 1961. 33 p.

- 219 TOWARZYSTWO PRZYJACIÓŁ DZIECI (Association of Friends of Children)

ul. Słowackiego, 5, Warszawa.

Information on the above association is given in

TOWARZYSTWO PRZYJACIÓŁ DZIECI. *Statut Towarzystwa Przyjaciół Dzieci* (Statutes of the Association of Friends of Children). Warszawa, 1959. 27 p.

- 220 TOWARZYSTWO SZKOŁY ŚWIECKIEJ (Lay Schools Association)

ul. Sienkiewicza, 3, Warszawa.

The following is pertinent:

KRAJOWY ZJAZD DELEGATÓW. I. 23-25 maja 1958 r. (First Congress of Delegates, 23-25 May 1958). *Materiały, dokumenty, rezolucje, wnioski* (Reports, documents, resolutions, conclusions). Warszawa, Wspólna Sprawa, 1959. 183 p.

- 221 TOWARZYSTWO WIEDZY POWSZECHNEJ (Society for the Dissemination of Knowledge)

Pałac Kultury i Nauki, XII piętro, Warszawa.

The association tells of its activities in

TOWARZYSTWO WIEDZY POWSZECHNEJ. *Sprawozdanie z działalności Towarzystwa Wiedzy Powszechnej*. . . (Report on the association's activities for the period 1956-60). Warszawa, 1960. 210 p. Illus.

- 222 ZWIĄZEK NAUCZYCIELSTWA POLSKIEGO (Union of Polish Teachers)

ul. Spasowskiego, 6/8, Warszawa.

The two works below concern the aforementioned organization:

SZCZĘCHURA, Tomasz. *Związek Nauczycielstwa Polskiego. Zarys dziejów 1919-1939* (Union of Polish Teachers, activities from 1919 to 1939). Warszawa, Wspólna Sprawa, 1957. 283 p.

ZWIĄZEK NAUCZYCIELSTWA POLSKIEGO. *Kalendarz nauczycielski* (The teacher's calendar). Warszawa, 1957/58-1961/62. 5 vols.

[See also 227 and 241.]

Educational journals

Periodicals devoted to education are published by the educational administration or by education associations or institutions. A bibliography of journals is

- 223 GORISZEWSKI, Włodzimierz. 'Przegląd ważniejszych czasopism pedagogicznych wychodzących w Polsce do 1939 r. i od 1945 r. Bibliografia selekcyjna' (Polish educational journals published before 1939 and after 1945. Selective bibliography). In: *Chowanna*, vol. 3/13/1959, no. 9/10, p. 535-59.

An older work on educational journals is

- 224 *Polskie czasopisma pedagogiczne* (Polish educational journals). Warszawa, J. Lisowska, 1912. 113 p. Some Polish journals are given in *An International list of educational periodicals* [International sources 3]. Polish educational periodicals not noted in that source are listed below, by field of interest.

On general educational problems there are:

- 225 *Chowanna. Czasopismo pedagogiczne* ('Chowanna'. Educational journal), 1929- . Katowice, Kuratorium Okręgu Szkolnego Katowickiego. Quarterly.

- 226 *Kwartalnik pedagogiczny* (Quarterly educational journal), 1956- . Warszawa, Państwowe Wydawnictwo Naukowe. Quarterly. Résumés in English and Russian.

- 227 *Ruch pedagogiczny* (Educational movement), 1913- . Warszawa. Fortnightly.

An organ of Wydział Pedagogiczny Związku Nauczycielstwa Polskiego (the Educational Department of the Union of Polish Teachers). Summaries in English and Russian.

- 228 *Wychowanie* (Education), 1958- . Warszawa. Fortnightly.

Bulletin of the Zarząd Główny Towarzystwa Szkoły Świeckiej (Central Administration of the Lay School Association).

Primary education is the field of

- 229 *Klasy Łączone* (One-teacher classes), 1958- . Warszawa. 5 issues a year. Published by the Ministry of Education.

The teaching of individual subjects in the general course is treated in:

- 230 *Języki obce w szkole* (Foreign languages in school), 1957- . Warszawa. 5 issues per year. Issued by the Ministry of Education.

- 231 *Wiadomości historyczne* (Knowledge of history), 1948- . Warszawa. 5 issues a year.

- 232 *Wychowanie fizyczne i higiena szkolna* (Physical education and school hygiene), 1953- . Warszawa. 10 issues per year.

For teachers, monitors and school doctors.

- 233 *Wychowanie fizyczne i sport* (Physical education and sport), 1957- . Warszawa. Quarterly. English summaries.

An organ of the Instytut Naukowy Kultury Fizycznej (Institute of Physical Culture).

- 234 *Wychowanie techniczne w szkole* (Technical education in school), 1961- . Warszawa. 5 issues per year.

Originally appeared in 1954, with the title *Rysunek i praca ręczna* (Drawing and manual labour).

Under this heading comes school singing:

- 235 *Śpiew w szkole* (Singing in school), 1957- . Warszawa. 5 issues per year.

For teachers. Published by the Ministry of Education.

Special education and the protection of children and young people are the concern of the following journals:

- 236 *Problemy opiekuńczo-wychowawcze* (Problems of protection and education), 1961- . Warszawa. 5 issues per year.

Published by the Ministry of Education. Originally appeared in 1954, with the title *Dom dziecka* (Children's home).

- 237 *Szkoła specjalna* (Special school), 1957- . Warszawa. 5 issues per year.

Published by the Ministry of Education. Devoted to the matter of remedial education. Summaries in French.

Adult education is dealt with in

- 238 *Oświata dorosłych* (Adult education), 1957- . Warszawa. Fortnightly.

One journal treats advanced teacher training:

- 239 *Konferencje rejonowe* (District conferences), 1959- . Warszawa. 5 issues a year.

Bulletin of the Educational Department of the Central Administration, Union of Polish Teachers.

[For the administration of education, see 26.]

One journal discusses educational psychology:

- 240 *Psychologia wychowawcza* (Educational psychology), 1938- . Warszawa. Quarterly.

Published by the Union of Polish Teachers. From 1926-38 was entitled *Polskie archiwum psychologii* (Polish archives of psychology).

Lastly, a journal dealing with the history of education was not noted in *An International list*...

- 241 *Przegląd historyczno-oświatowy* (Review of the history of education), 1947- . Warszawa. Quarterly. Published by the Union of Polish Teachers; is devoted to annals of education.

Educational statistics

Statistics on education and culture are prepared by the Department of Educational and Cultural Statistics of the Central Statistical Bureau:

- 242 GŁÓWNY URZĄD STATYSTYCZNY
Departament Statystyki Oświaty i Kultury
ul. Wawelska, 1/3, Warszawa.

Statistics on education are prepared also by the planning and statistical departments of Ministries and central offices responsible for the administration of certain types of school [74-78].

The two following general publications include data on schooling:

- 243 GŁÓWNY URZĄD STATYSTYCZNY. *Mały rocznik statystyczny* (Concise yearbook of statistics). Warszawa, 1961. 194 p. Published also in English and French.

Section XII deals with education.

- 244 —. *Rocznik statystyczny*.
—, *Statistical year book of Poland*. Warsaw, Central Statistical Office, 1930- . Annual.

The title has varied. One section deals with general education, vocational and higher education, and the protection of children and young people. Another section is devoted to statistics on culture.

Collections of educational statistics include:

- 245 GŁÓWNY URZĄD STATYSTYCZNY. *Statystyka polski*. Warszawa, 1958-60. Nos. 2, 9, 24, 27, 30, 31, series E.

Numbers 2, 24 and 31 give statistics concerning general education and the protection of children and young people. No. 9 provides statistics on vocational education, and no. 27, statistics on higher education.

- 246 MINISTERSTWO SZKOLNICTWA WYŻSZEGO. DEPARTAMENT PLANOWANIA I ORGANIZACJI (Ministry of Higher Education. Department of Planning and Organization). *Biuletyn informacyjno-statystyczny. Szkolnictwo wyższe w liczbach w r. szk.* . . . (Bulletin of statistical information. Higher education). Warszawa, 1958- . Mimeographed.

The following statistical work is of historical interest:

- 247 FAŁSKI, Marian. *Środowisko społeczne młodzieży a jej wykształcenie* (The social environment and the education of youth). Warszawa, Nasza Księgarnia, 1937. 100 p.

Statistical survey carried out by the head of the statistical research service of the Ministry of Education; on the social environment as a determining factor in the education of youth. Contains information on pre-war education in Poland.

Education biography

For information on biographies, see

- 248 POLSKA AKADEMIA UMIEJĘTNOŚCI (Polish Academy of Science). *Polski słownik biograficzny* (Polish biographic dictionary). Kraków, 1935-60. 8 vols.

A dictionary of biographies, including biographies of educational theorists and practising teachers. The volumes published contain the biographies of persons whose names begin with the letters A to G. The succeeding volumes are in the course of preparation.

Education libraries and museums

Lists of libraries are provided by:

Informator nauki polskiej [80].

Information concerning scientific libraries, p. 259-71; concerning educational libraries, p. 272-4.

- 249 ŁUCZYŃSKA, Alfreda; WIĄCEK, Helena. *Informator o bibliotekach w Polsce* (Handbook on libraries in Poland). Warszawa, Stowarzyszenie Bibliotekarzy Polskich. [1962].

Information on education libraries is included among other matters.

- 250 'Wykaz polskich bibliotek naukowych według specjalizacji' (List of Polish scientific libraries according to their special interests). In: *Biuletyn Instytutu Bibliograficznego* (Warszawa), vol. 4, no. 3, 1953.

Information concerning education libraries may be found on pages 127-8.

Important education libraries are:

- 251 BIBLIOTEKA INSTYTUTU PEDAGOGIKI (Library of the Institute of Educational Research)
Górczewska, 8, Warszawa.
- 252 BIBLIOTEKA MINISTERSTWA OŚWIATY (Ministry of Education Library)
Al. I Armii WP, 25, Warszawa.
- 253 BIBLIOTEKA WYDZIAŁU PEDAGOGICZNEGO U.W. (Education Faculty Library, University of Warsaw)
ul. Krakowskie Przedmieście, 26/28, Warszawa.
- 254 CENTRALNA BIBLIOTEKA PEDAGOGICZNA ZARZĄDU GŁÓWNEGO ZWIĄZKU NAUCZYCIELSTWA POLSKIEGO (Central Library of the Union of Polish Teachers)
ul. Spasowskiego, 6/8, Warszawa.
- 255 PEDAGOGICZNA BIBLIOTEKA WOJEWÓDZKA W KATOWICACH (Education Library, Katowice)
ul. Szkolna, 9, Katowice.

- 256 PEDAGOGICZNA BIBLIOTEKA WOJEWÓDZKA W KRAKOWIE (Education Library, Kraków)

Pl. Na Groblach, 9, Kraków

Each department in Poland has an education library which serves the schools of the region.

There are public libraries with an important education section:

- 257 BIBLIOTEKA NARODOWA (National Library)

ul. Hankiewicza, 1, Warszawa.

The services provided by the National Library include a union catalogue service, a scientific information service, a loan service within Poland and abroad and an international exchange of publications bureau.

- 258 BIBLIOTEKA PUBLICZNA M. ST. WARSZAWY (Warsaw Public Library)

ul. Koszykowa, 26, Warszawa.

- 259 BIBLIOTEKA JAGIELLOŃSKA (Jagellonne Library)

Al. Mickiewicza, 22, Kraków.

Several university libraries have important education collections:

- 260 BIBLIOTEKA GŁÓWNA UNIwersYTETU IM. ADAMA MICKIEWICZ W POZNANIU (Adam Mickiewicz University Library, Poznań)

ul. Ratajczaka, 38/40, Poznań.

- 261 BIBLIOTEKA GŁÓWNA UNIwersYTETU IM. B. BIERUTA (B. Bierut University Library)

ul. św. Jadwigi, 3/4, Wrocław.

- 262 BIBLIOTEKA GŁÓWNA UNIwersYTETU IM. N. KOPERNIKA W TORUNIU (N. Copernicus University Library)

ul. Szopena, 12/18, Toruń.

Inter-availability of educational resources

Useful information on the exchange of persons may be obtained from the Ministries of Education and of Higher Education, at:

- 263 Wydział Zagraniczny (Foreign Section), Ministerstwo Oświaty, Al. I Armii WP 25, Warszawa.
- Wydział Zagraniczny (Foreign Section), Ministerstwo Szkolnictwa Wyższego, ul. Miodowa, 6/8, Warszawa.

Moreover, the Ministry of Culture and Arts has a

- 264 Biuro Współpracy Kulturalnej z Zagranicą (Bureau of Cultural Collaboration with Foreign Countries), ul. Krakowskie Przedmieście, 15/17, Warszawa.

For information on the exchange of publications, consult:

- 265 BIURO MIĘDZYKARODOWEJ WYMIANY WYDAWNICTW
(Department of International Exchange of Publications)

Biblioteka Narodowa, Pl. Krasińskich, 5.

- 266 OŚRODEK ROZPOWSZECZANIA WYDAWNICTW NAUKOWYCH PAN
(Distribution Centre for Scientific Works in the Polish Academy of Science)

Pałac Kultury i Nauki, Warszawa.

See also:

- 267 MINISTERSTWO SZKOLNICTWA WYŻSZEGO. *Information on conditions for foreigners applying for studies in the superior education schools of Poland*. Warsaw, 1960. 20 p. Mimeographed. Also in French.

Information on education in other countries is regularly published in a number of educational reviews [see especially 225-227 and *Nowa szkoła*]. Monographs on the school systems of individual countries are also published.

Reference works

- 1 LEWIS, R. *Sierra Leone; a modern portrait*. London, HMSO, 1954. ix, 263 p. Bibliography p. 249-51.
- 2 LUKE, Sir Harry. *A bibliography of Sierra Leone*, 2nd ed. London, Oxford University Press, 1925. 230 p.
- 3 *Sierra Leone Protectorate handbook*, 1947-. Freetown, Chief Commissioner's Office. Annual. Cyclostyled.
- 4 UNITED KINGDOM. COLONIAL OFFICE. *Report on Sierra Leone*, 1946-. London, HMSO. Reading list.

[See also United Kingdom territories, general and United Kingdom African territories, general.]

Legislative and policy documentation

Legislation on education may be traced in:

- 5 *Revised laws*, 1946. Freetown, Government Printer, [1947?]. 4 vols.
- 6 *Supplement to the laws of Sierra Leone*, 1946-48. 2 vols.
Followed by annual volumes of legislation, 1949-.
- 7 *Education ordinance*, 1953. Freetown, Government Printer, 1953. 26 p. (No. 32 of 1952).
This ordinance defines the functions of the Education Department and the powers of the Governor, establishes a Board of Education, etc., and is the legal basis of the present educational system.
- 8 *Education (local education authority) Order in Council*, 1959.
Constitutes the district councils of the Protectorate and the Rural Area Council of the Colony as local education authorities.

Policy documents include:

- 9 EDUCATION PLANNING GROUP. *Education and economic development in Sierra Leone*. Freetown, 1962. 59 p.
- 10 *Higher education in the British West African colonies*. Freetown, Government Printer, 1947. 17 p.
- 11 *Report on the development of education in Sierra Leone*. Freetown, Government Printer, 1948. 24 p.
- 12 *Survey of technical and further education, Sierra Leone and Gambia*. Freetown, Government Printer, 1949. 27 p.
Contains the reports of H. C. Weston and F. S. Harlow which surveyed the educational system at the time and made proposals for its improvement, especially in regard to Fourah Bay College.

- 13 *Survey of the secondary schools in Sierra Leone, with recommendations concerning their curricula*, by A. E. Nichols. Freetown, Government Printer, 1950. 38 p.

Recommendations about individual schools.

- 14 *Report of the Sierra Leone Education Commission*. [Chairman: John S. Fulton]. Freetown, Government Printer, 1954. 49 p.

A survey of all levels of the educational system, with recommendations. A large section is devoted to Fourah Bay College and its future.

- 15 *White paper on educational development*. Freetown, Government Printer, 1958. 22 p. (S.P. No. 4 of 1958).

The Government aims to introduce universal, free primary education, without lowering existing standards. A central planning committee is to be set up to make recommendations for the implementation of the scheme and its cost.

- 16 *White paper on the removal of the Teacher Training Department from Fourah Bay College*. Freetown, Government Printer, 1959.

- 17 *White paper on the proposed charter and statutes for Fourah Bay College*. Freetown, Government Printer [1959]. 25 p.

- 18 *Fourah Bay College [Commission] visitation report*. [Chairman: C. H. Wilson]. Freetown Government Printer, 1959. 36 p.

Report of the Commission on Higher Education in West Africa [Ghana 12].

Administration of the educational system

For a brief survey of the educational system, see *World survey of education* [International sources 8].

Education policy is framed by the Minister of Education with the help of the Board of Education and its various specialist committees. The Education Department's functions are executive and administrative. Local education authorities are being established in the provinces and are taking over the Education Department's functions in respect of primary education [9]. The executive officer for each local education authority is the supervising teacher; these supervising teachers are directed by provincial education secretaries.

The Department's reports include:

- 19 EDUCATION DEPARTMENT. *Annual report*, [1923?]-. Freetown, Government Printer. (From 1955, summary report only.)

- 20 ——. *Triennial survey, 1955/57-*. Sierra Leone, Government Printer.
West African Examinations Council [Ghana 27] serves Ghana, Sierra Leone, Gambia and Nigeria.

Structure and organization

There is a primary school course of six years for children between the ages of 5 and 12, followed by the Common entrance examination. Children who pass the examination may proceed to a secondary grammar course of four years and take the School Certificate examination at about 16 or 17 years of age. Sixth form work for pupils between the ages of 17 and 19 is available for those who wish to proceed to degree courses, or to the recently established Institute of Education.

There are also secondary technical-commercial-domestic courses and secondary modern courses. From these the students may go to teacher training colleges or take the civil service examination.

Higher education is given at

21 **FOURAH BAY COLLEGE**

The University College of Sierra Leone, Freetown. This college, founded in 1827 and affiliated to the University of Durham since 1876, is an independent institution incorporated under a royal charter granted in January 1960.

[See also 12, 14, 16-18.]

Adult education courses in various subjects are organized by the Extramural Department of Fourah Bay College, the British Council and the Social Development Department.

Textbooks and instructional materials

Of major interest is

- 22 **THE PROTECTORATE LITERATURE BUREAU AND THE BUMUMBU PRESS**
Box 28, Bo.

This bureau was established in 1945 by the United Christian Council with financial assistance from the Colonial Development and Welfare Fund, for the production of vernacular literature and the conduct of literacy campaigns throughout the country. Funds for current expenses come from three sources: a Central Government Grant through the Social Development Department, grants from missions, including the International Committee for Literature for Africa, and revenue from sales of books and printing. Publishes:

PROTECTORATE LITERATURE BUREAU AND THE BUMUMBU PRESS. *Annual report, 1948-*. Bo, 1948-. 1948-54 cyclostyled.

Includes a list of the bureau's publications.

Education associations

- 23 **THE AMALGAMATED TEACHERS' ORGANIZATION**
18 Charlotte Street, PO Box 477, Freetown.

Educational journals

- 24 *Education bulletin, 1951-*. Freetown. Irregular.
25 *School notes, 1937-1944.* Freetown.
Issued by Education Department. Ceased publication in 1944 and now replaced by the above [24].

Educational statistics

See *Annual report* [19] and *Triennial survey* [20] of the Education Department, and also

- 26 **EDUCATION DEPARTMENT.** *Education statistics, 1959.* [1960]. 10 p. Cyclostyled.
Statistics prepared in advance of the 1959/60 report of the Education Department.

Education libraries and museums

Library of Fourah Bay College, University College of Sierra Leone [21].

- 1 In Spain, a decree dated 25 April 1958 established the CENTRO DE DOCUMENTACIÓN Y ORIENTACIÓN DIDÁCTICA DE ENSEÑANZA PRIMARIA

Pedro de Valdivia, 38 (2º piso), Madrid 6.

The centre comes under the Directorate-General of Primary Education of the Ministry of Education. Among other activities, it is responsible for collecting, arranging and keeping up to date, by means of the necessary exchanges and acquisitions, all kinds of documentation—whether Spanish or foreign—bearing on the aims, organization, methods and results of primary education, fundamental education and adult education.

The duties of the Secretaría General Técnica (Technical Secretariat General) [26] of the Ministry of Education include the collection of bibliographical and documentary data relevant to the Ministry's activities, through appropriate exchange arrangements with Spanish or foreign bodies or with international organizations. A Studies and Documentation Section is responsible for promoting and conducting studies on subjects relating to the activities of the Ministry of Education which may serve as a basis for the work of the Department's several organs and facilitate a wider knowledge of those subjects.

[See also 35, 36 and 38.]

Reference works

- 2 'Bibliografía pedagógica'. In: *Bordón*, 1952- . Madrid. Annual.
For each year lists all publications about education.
- 3 BLANCO Y SÁNCHEZ, Rufino. *Bibliografía pedagógica del Siglo XX 1900-1930*. Madrid, 1933. 3 vols.
A very complete work including all information about publications of educational nature published during a 30-year period.
- 4 ——. *Enciclopedia pedagógica*. Madrid, Ed. Hernando, 1930-37. 4 vols.
Of special interest for those who would like to study the history of education.
- 5 *Enciclopedia manual de pedagogía y ciencias auxiliares*. Barcelona, Librería Religiosa, 1924. 820 p.
- 6 PÉREZ RIOJA, José A. 'Bibliografía pedagógica española. Selección de los años 1936 a 1957'. In: *Revista de educación* (Madrid), nos. 73-75, 1958.
Arranged by subject. Contains 1,037 bibliographical references.
- 7 SÁNCHEZ SARTO, Luis. *Diccionario de pedagogía*. Barcelona, Labor, 1936. 2 vols.
The range of subjects covered is wide. It includes culture and education; teacher and pupil; forms, media and methods of teaching; review of cultural institutions and of subjects taught in schools; the basic, auxiliary and specialized branches of pedagogy; the organization of public education throughout the world; the life and work of great educators of all periods.

- 8 *Revista de bibliografía nacional*. Madrid, Instituto Nicolás Antonio, 1942- . Annual.
Catalogue of books published, classified by authors and subjects.

Legislative and policy documentation

- One of the fundamental laws of the nation is the
- 9 *Fuero de los Españoles*.
Promulgated by a Law of 17 July 1945. Stipulates, in Article 5, that all Spaniards have the right to receive, and the duty to acquire, education and instruction, either at home or in private or State establishments, according to their choice. The State will ensure that no talent goes uncultivated for lack of financial means.
- Another important law is
- 10 *Principios del movimiento nacional*.
This Law of 17 May 1958 lays down, in Article 9, that all Spaniards have the right to general and vocational education and that they shall never be debarred from receiving such education through lack of financial means.

At the highest level of legal dispositions are the laws which the Government, of its own motion or through the appropriate commission, decides to submit to the Cortes in plenary session. All dispositions relating to national education plans must be passed as statutes.

The general dispositions not covered by Articles 10 and 12 of the *Ley de Cortes* and resolutions of the Council of Ministers, where so stipulated by law, are issued as decrees and require the signature of the Head of State and the counter-signature of the appropriate Minister.

Dispositions and rulings emanating from Ministers are issued as orders and are signed by the head of the relevant department.

Regulations, circulars, instructions and other general administrative directives cannot prescribe penalties or dues, rates, fees or other similar charges save where explicitly authorized thereto by a statute of the Cortes. For decrees and other administrative directives to come into general force as law, a requirement is prior publication in the *Boletín oficial del Estado* [11]. *Ad hoc* administrative decisions cannot override the terms of dispositions of a general nature even when the former emanate from the same or higher level.¹

Collections of legislative material are:

- 11 *Boletín oficial del Estado*, 1938- . Daily except Sundays.

1. Articles 23, 25, 27 and 30 of the *Ley de régimen jurídico de la Administración del Estado*. Revised text of 26 July 1957.

All enactments at legislative or administrative level are collected, and those relating to education are published. The title has changed at different periods but the content has always remained the same.

- 12 *Diccionario de legislación Aranzadi*. Pamplona, Ed. Aranzadi, 1930-. Annual.

Gives all general dispositions issued by the various Ministries and official entities, listed by subjects in chronological order.

- 13 *Repertorio cronológico de legislación Aranzadi*. Pamplona, Ed. Aranzadi, 1930-. Annual.

All official dispositions, laws, decrees, orders, etc. Arranged chronologically with full subject indexes.

Legislative material concerning education is found in:

- 14 *Anuario legislativo de instrucción pública*. Madrid, 1895-1940. 36 vols.

Gives all laws, decrees and orders relating to the instructional and administrative sides of education.

- 15 *Boletín oficial del Ministerio de Educación Nacional*, 1941-. Madrid, Sección de Publicaciones de la Secretaría General Técnica del Ministerio de Educación Nacional. Fortnightly.

Publishes all dispositions issued by the Ministry of Education. Classified according to Directorates-General.

- 16 *Cuadernos de legislación*, 1959-. Madrid, Ministerio de Educación Nacional, Secretaría General Técnica, Sección de Publicaciones. Two or three issues a year.

Each number gives a digest of basic dispositions on a single subject.

- 17 LATRE LAMARCA, Félix. *Indicador progresivo de legislación de educación nacional, 1936-1940*. Zaragoza, 1941. 111 p.

- 18 LEÓN OSES, Higinio. *Guión. Texto refundido de las disposiciones legales correspondientes a todos los centros y funciones docentes, culturales y administrativas*. Madrid, Ministerio de Educación Nacional, 1955. 375 p.

Following [19-24] is legislative documentation on specific aspects of education:

- 19 AGUILAR, Cándido. *La legislación de primera enseñanza de la República*. Madrid, Tip. Lagares, 1934. 178 p.

A digest of all official dispositions on primary education during the period 1931-33.

- 20 *Ley de Educación Primaria de 17 de julio de 1945. Fuero de los españoles*. Madrid, Ed. Escuela Española, 1945. 47 p.

Full text of the law on primary education.

- 21 *Ley de Ordenación de la Enseñanza Media de 26 de febrero de 1953*. Madrid, Ministerio de Educación Nacional, 1953. 84 p.

Full text of the law on secondary education.

- 22 *Legislación y notas informativas sobre enseñanza media y profesional, publicadas con la colaboración del Patronato Nacional de Enseñanza Media y Profesional*. Madrid, Prensa Gráfica, 1950. 120 p.

A study of all the legal dispositions concerning secondary vocational education, promulgated up to 1950, together with other relevant data.

- 23 DIRECCIÓN GENERAL DE ENSEÑANZA LABORAL. *Legislación de enseñanza media y profesional*. Madrid, Ministerio de Educación Nacional, 1952-56. 5 vols. Gives all the dispositions promulgated from 1950 to 1952.

- 24 *Estatuto del magisterio nacional primario de 24 de octubre de 1947*, 3.^a ed. Madrid, Editorial Escuela Española, 1955. 48 p.

Covers all the educational and administrative aspects of teaching at the primary level, and brings up to date all articles modified by later decrees.

Administration of the educational system

Public education was established by the Law of 9 September 1955, which made elementary education compulsory for all Spaniards. To ensure compliance with this provision, it was required that the names of boys and girls between the ages of 6 and 12 be entered in the school attendance register of the municipality where their parents or guardians resided. The regulations of the Ministerio de Fomento, now the Ministerio de Educación Nacional, were approved by a Royal Decree of 20 July 1895. A Decree of 25 November 1955 gave approval to the revised text of the Organic Law concerning the Ministry of National Education. In virtue of this law, the Ministry consists of the following departments: Office of the Under-Secretary; Directorates-General of University Education, Technical Education, Secondary Education, Vocational Education, Primary Education, Fine Arts, and Archives and Libraries; Technical Secretariat General; Offices of the Commissioner for Cultural Extension, and the Commissioner for School Welfare and Social Assistance.

The Ministry's address is:

- 25 MINISTERIO DE EDUCACIÓN NACIONAL
Calle de Alcalá, 34, 36, 38, Madrid.

Following are notes on some of the above-mentioned departments of the Ministry:

- 26 **Secretaría General Técnica**
This is the Ministry's agency for research, documentation, technical assistance and planning.
- 27 **Comisaría de Extensión Cultural**
Set up to increase the effectiveness of the Spanish State's endeavours to extend the influence of the nation's schools to the most isolated areas and to the post-school age population, in order to provide the latter with a basic education and with the requisite skills for the exercise of a trade.
- 28 **Comisaría de Protección Escolar y Asistencia Social**
Responsible for all matters connected with bursaries, school insurance and the co-ordination of social welfare instructions.

Structure and organization

There are three major levels of education in Spain: primary, secondary (general and vocational) and higher (technical and university). The Spanish State, through the Ministry of Education, has devoted special attention to bringing educational opportunities within the reach of all Spaniards by affording means of passing from stage to stage up to university level, which, thanks to an extensive system of scholastic equivalences, is attainable by all with the necessary aptitudes, whatever the type of studies they have pursued.

Instruction is free in all national primary schools and there is a widespread system of school welfare under which, in addition to free education, financial assistance can be obtained.

The rule is for boys and girls to be taught separately, except in the primary schools to be found in sparsely populated areas, and in establishments of higher education.

- General works on the school system include
- 29 **MINISTERIO DE EDUCACIÓN NACIONAL. *Institutos laborales para España***. Madrid, Dirección General de Enseñanza Laboral, 1955. 116 p.
Describes the organization and operation of the institutes for vocational training. Gives all directives promulgated to date.

There are several references for universities:

- 30 ***Las Carreras técnicas y universitarias. Ingreso. Plan de estudios, información y orientaciones***, 5.^a ed. Politécnicas, 1954. 188 p.
- 31 **ORTEGA ITURRIA, Victoriano. *Información universitaria española***. Madrid, Estados, 1953. 230 p.
- 32 ***La Universidad de Barcelona***. Barcelona, 1950. 264 p.
- 33 ***La Universidad de Granada***. Granada, Universidad, 1956. 277 p.
Historical outline, list of professors, curricula, school calendar, matriculation and fees.

- 34 **UNIVERSIDAD DE ZARAGOZA. FACULTAD DE FILOSOFÍA Y LETRAS. *Plan de enseñanzas y horarios. Curso 1955-56***. Zaragoza, Editorial Librería General, 1956. 39 p.

Gives with details all subjects of the different special fields as well as the time devoted to theoretical and practical classes and also matters concerning the professors.

Educational studies and research

A major research body is the

- 35 **CONSEJO SUPERIOR DE INVESTIGACIONES CIENTÍFICAS**. This council has a centre for educational research:
- 36 **INSTITUTO SAN JOSÉ DE CALASANZ DE PEDAGOGÍA**
Calle Serrano, 127, Madrid.
This institute is the Spanish centre for educational research at the university level. An idea of the valuable work the centre is accomplishing is given by its publication:
- 37 ***Revista española de pedagogía***, 1943- . Weekly.

The Centro de Documentación y Orientación Didáctica de Enseñanza Primaria [1] handles educational study and research at the primary level, while the following organization is responsible for the same task at the secondary level:

- 38 **CENTRO DE ORIENTACIÓN DIDÁCTICA DE LA DIRECCIÓN GENERAL DE ENSEÑANZA MEDIA**
Avenida de América, 2 (piso 16), Madrid.

Two listings of theses are:

- 39 **UNIVERSIDAD DE MADRID. *Tesis doctorales***. Madrid, 1950. 286 p.
Summary of the theses accepted in the various faculties of the university.
- 40 **—. *Catálogo de las tesis doctorales manuscritas existentes en la Universidad de Madrid***. Madrid, 1952. 36 p.

Since the rule that doctors' theses should be printed is not actually enforced, large numbers, including many on educational subjects, are held in manuscript form.

Textbooks and instructional materials

Textbooks for primary and secondary schools must be submitted to the Ministry of Education for approval, following a favourable report on them by experts in pedagogics and in the subject concerned. Rules as to content and presentation, to be followed

by authors and publishers, have been promulgated by the Ministry.

Following is a directory of publishers, with their publications, followed by various works which provide lists of books:

- 41 *Libros españoles, catálogo 1953*, 2.^a ed. Madrid, Comisión Ejecutiva para el Comercio Exterior del Libro [s.d.]. 2 vols. 1,800 p.
Lists all Spanish houses, with addresses and available publications.
- 42 *Libros españoles, catálogo suplemento 1954-1955. Índices*. Madrid, Comisión Ejecutiva para el Comercio Exterior del Libro, 1956. 401 p.
- 43 *Libros españoles, catálogo suplemento 1956. Índices*. Madrid, Comisión Ejecutiva para el Comercio Exterior del Libro, 1957. 247 p.
- 44 INSTITUTO NACIONAL DEL LIBRO ESPAÑOL. *Libros infantiles y juveniles*. Madrid, 1959.
A catalogue.
- 45 ——. *Textos para la enseñanza media y primaria. Obras complementarias. Catálogo general. Curso 1959-60*. Madrid, Comisión de Editores de Libros de Enseñanza, 1959.
- 46 ——. *Textos para la enseñanza media. Catálogo general. Curso 1958-59*. Madrid, Comisión de Editores de Libros de Enseñanza, 1959.
Lists all books approved for secondary schools and currently available.

The Ministry of Education has a publications section in the Technical Secretariat General.

The Office of the Commissioner for Cultural Extension of the Ministry of Education has a film library possessing a large number of educational films, which are lent to educational establishments for purposes of the spread of education.

Works concerning audio-visual material include:

- 47 MINISTERIO DE EDUCACIÓN NACIONAL. *Catálogo de la Cinemateca Educativa Nacional*. Madrid, Comisaría de Extensión Cultural, 1959. 200 p.
Lists by subject all films available, on request, to public or private educational establishments.
- 48 ——. *Catálogo de la Fonoteca Educativa Nacional*. Madrid, Comisaría de Extensión Cultural, 1959. 139 p.
Lists the numerous tape recordings and gramophone records in the record library of the Office of the Commissioner for Cultural Extension. These are made available to educational establishments at their request.

- 49 ——. COMISARÍA DE EXTENSIÓN CULTURAL. *Proyección fija*. Madrid, Gráficas Jure, 1959. 54 p.
This catalogue lists by subject all diapositives held by the Filmstrip Section for loan to educational establishments.

Education associations

For lists of education associations, see *An International directory of education associations and Teachers' associations* . . . [International sources 2]. Certain other associations are listed below:

- 50 SOCIEDAD ESPAÑOLA DE PEDAGOGÍA
Serrano, 117, Madrid.
The membership of this association includes teachers serving at all levels of education. The association's annual courses are of great value from the standpoint of educational policy and teaching techniques. It publishes
- 51 *Bordon*, 1950- . 8 issues a year.
- 52 SOCIEDAD ESPAÑOLA DE PSICOLOGÍA
Plaza de Santa Bárbara, 10, Madrid.
This society for the study of psychology arranges both a yearly study course and lecture cycles largely treating of matters in the sector of educational psychology. Membership includes experts in the spheres of psychology and education. The Society issues a quarterly publication:
- 53 *Revista española de psicología general y aplicada*, 1946- . 3 issues a year.
- 54 HERMANDAD DE INSPECTORES DE ENSEÑANZA PRIMARIA
Calle de Recoletos, no. 12, Madrid 1.
An association of school supervisors; publishes
- 55 *Biblioteca auxiliar de educación*. Madrid, Hermandad de Inspectores de Enseñanza Primaria, 1956- . Fortnightly.
A series of monographs providing information and guidance on the most significant questions relating to education and primary instruction.
- 56 CONFEDERACIÓN Y FEDERACIÓN DE RELIGIOSOS DE LA ENSEÑANZA (FERE)
Claudio Coello, 32, Madrid.
A society for religious personnel engaged in educational work at all levels of education. Publishes
- 57 *Educadores*, 1959- . Madrid. Bi-monthly.
A general review of trends in education. Articles. Current events. News, Spanish and foreign. Statistical data. Books and reviews.
A very specialized association is
- 58 COLEGIOS OFICIALES DE DOCTORES Y LICENCIADOS EN FILOSOFÍA Y LETRAS Y EN CIENCIA
Alcalá, 34, Madrid.

Educational journals

Lists of periodicals may be found in

- 59 DIRECCIÓN GENERAL DE PRENSA. *Anuario de la prensa española*, 1954-. Annual.

An International list of educational periodicals [International sources 3].

The following is not mentioned in *An International list*...

- 60 *Vida escolar*, 1958-. Madrid. Monthly.
Published by the Centro de Documentación y Orientación Didáctica de Enseñanza Primaria [1]. Deals with all questions, other than administrative, which are of concern to primary education. Special emphasis on teaching methods.

Educational statistics

Statistical works include:

- 61 INSTITUTO NACIONAL DE ESTADÍSTICA. *Estadística de la enseñanza primaria y de las escuelas del Magisterio en España. Curso 1956-57*. Madrid, 1959. 117 p.
This work includes the school year 1956/57.

- 62 —. *Estadística de la enseñanza en España*, 1946/47-. Madrid, Sucesores de Rivadeneyra, 1949-. Annual in general.

A continuation of the series entitled *Estadística de los establecimientos de enseñanza y estadística de la enseñanza oficial*.

- 63 MINISTERIO DE EDUCACIÓN NACIONAL. SECRETARÍA GENERAL TÉCNICA. *Datos y cifras de la enseñanza en España*. Madrid, 1961. 103 p.

Contains many coloured graphs, together with figures on primary, secondary and higher education as well as on other types of schooling, foreign students, etc.

- 64 *Nomenclator escolar de España para el magisterio español*. Madrid [s.d.]. 721 p.

Lists systematically all municipalities and administrative districts of Spain, with details of population, schools, distances, communications, etc.

- 65 TENA ARTIGAS, Joaquín. *Aspectos numéricos de la enseñanza media*. Madrid, 1953. 14 p. (Páginas de la revista de educación, 2).

Following the new law for secondary education [21] this statistical study was prepared so that the problems of secondary education might be judged realistically. It includes tables and remarks on the evolution of the budget for secondary education, scholarships, percentages of students passing the final examinations, etc. For comparative purposes, a table is included on students, teachers and schools in Spain and in various foreign countries, as well as one on the ratio of students to teachers in certain countries.

- 66 —. *Aspectos numéricos de la enseñanza universitaria*. Madrid, 1954. 11 p. (Páginas de la revista de educación, 5).

Various unpublished data have been chosen and studied in this work, with the hope of throwing some light on current problems in the university field. Tables include figures on students in the various faculties, the relation between those beginning and those terminating their university studies in the various faculties and fees per faculty in State and private education. Included also are figures on foreign students enrolled in Spanish universities, per country of origin and field of study, with totals for Europe, the Americas and other regions.

- 67 —. *Los Estudiantes de Madrid, sobrevisión por muestreo en la universidad*. Madrid, Diana, Artes Gráficas, 1954. 54 p. (Páginas de la revista de educación, 4).

Originally published in numbers 12 and 13 (July-August and September 1953) of the *Revista de educación*, on pages 28-56 and 124-46, this study was made in the Statistical Department of the Consejo Superior de Investigaciones Científicas. Statistical tables with explanations examine questions relating to students in the University of Madrid, for example, distribution by sex in the various faculties; distribution of students by physical weight; relationship between the student's origin and the profession chosen; and percentages of students receiving scholarships in the various faculties.

- 68 *Resumen estadístico de protección escolar*. Madrid, Ministerio de Educación Nacional, 1956-. Annual.

Education biography

Some rather general works to be consulted are:

- 69 *Colaboradores e investigadores del Consejo Superior de Investigaciones Científicas*. Madrid, Consejo Superior de Investigaciones Científicas, 1956. 442 p.

- 70 DIRECCIÓN GENERAL DE ENSEÑANZA UNIVERSITARIA. *Escalafón de catedráticos numerarios de universidad*. Madrid, 1948, 1952. 2 vols.

- 71 SOCIEDAD ESPAÑOLA DE PEDAGOGÍA. *Nomenclator de socios. Reunión general*. Madrid, Mayo de 1956. 54 p.

The following treat a more limited subject:

- 72 CASAS FERNÁNDEZ, Manuel. *Concepción Arenal en el aspecto pedagógico*. Madrid, Moret, 1954. 251 p.

- 73 FIERRO, Rodolfo P. *Biografía y escritos de San Juan Bosco*. Madrid, Biblioteca Autores Cristianos, 1955. 987 p.

- 74 GALINO, María Angeles. 'El Pensamiento pedagógico del Padre Poveda'. In: *Revista española de pedagogía* (Madrid), año IX, no. 33, marzo de 1951, p. 41-56.

- 75 —. 'Yela Utrilla, filósofo de la educación'. In: *Revista española de pedagogía* (Madrid), año VIII, no. 31, julio-septiembre 1950, p. 347-66.

- 76 MONTERO, José. *Manjón, precursor de la escuela activa*. Granada, Publicaciones del C.E.P.P.A.M., 1958. 267 p.
- 77 TUSQUETS, Juan. *Ramón Lull, pedagogo de la Cristianidad*. Madrid, Instituto 'San José de Calasanz', 1954. 437 p.

Education libraries and museums

The National Library may be mentioned because of its large collection of educational works:

- 78 BIBLIOTECA NACIONAL
Avenida Calvo Sotelo, 20, Madrid.
There is an education collection at the Faculty of Arts and Letters in the University of Barcelona and another at the University of Madrid:

- 79 BIBLIOTECA DE LA FACULTAD DE FILOSOFÍA Y LETRAS
Ciudad Universitaria, Madrid.

There can be noted also the libraries of the Instituto Nacional de Psicología Aplicada y Psicotecnia, of the Consejo Superior de Investigaciones Científicas [35] and the Instituto San José de Calasanz [36].

The following work was issued by the Ministry of National Education in regard to material held in its library:

- 80 MINISTERIO DE EDUCACIÓN NACIONAL. ESPAÑA
BIBLIOTECA. *Catálogo de la Sección de Educación y Enseñanza*. Madrid, Sección de Publicaciones, 1955-59. 2 vols.

Volume I (184 p.) gives works acquired up to 1955 and volume II (277 p.) those added to the collection from 1955 to 1959.

Information about education in Sweden can be obtained through the following institutions:

- 1 KUNGL. SKOLÖVERSTYRELSEN (Royal Board of Education)
Stockholm 8.
- 2 KUNGL. ÖVERSTYRELSEN FÖR YRKESUTBILDNING (Royal Board of Vocational Education)
Valhallavägen 135, Stockholm.
The above two institutions exercise the central management of education in Sweden. They are under the Ecklesiastikdepartementet (Ministry of Education and Ecclesiastical Affairs).
- 3 STATENS PSYKOLOGISK-PEDAGOGISKA BIBLIOTEK (Central Library for Pedagogical and Psychological Literature)
Hantverkargatan 29, Stockholm 8.

Reference works

- 4 *Aktuellt från Skolöverstyrelsen* (News from the Royal Board of Education), 1948- . Stockholm.
36 issues a year.
Administrative and pedagogical news. Recommendations and directives of the Board of Education concerning school work, etc. Notes textbooks approved since 1955.
- 5 *Årsbibliografi över Sveriges offentliga publikationer* (Annual bibliography of Swedish official publications), 1931- . Stockholm, Fritzes Hovbokhandel, 1934- . Annual.
List edited by government agencies and authorities, and published by the Swedish Library of Parliament.
- 6 KUNGL. SKOLÖVERSTYRELSEN. *Författningshandbok* (Handbook on laws, decrees, etc.), 1-2. Stockholm, 1956-60- . (Skriftserie, 18, 19).
Edited in loose-leaf form, not yet complete. Will comprise the whole educational system, including future changes.
- 7 ——. *Översikt av skolväsendet i Sverige* (Survey of the educational system in Sweden). Stockholm, 1957. (Skriftserie, 30).
Prepared by Yngve Norinder, Jonas Orring and Gustaf Sivgård. Exists also in other language editions:
Survey of the school system in Sweden. Stockholm, 1958. 88 p. (Skriftserie, 31).
Übersicht über das schwedische Schulwesen. Stockholm, 1959. 98 p. (Skriftserie, 37).
Vue d'ensemble sur l'enseignement en Suède. Stockholm, 1958. 94 p. (Skriftserie, 35).
- 8 KUNGL. SKOLÖVERSTYRELSEN. *Skriftserie*, 1-49- . Stockholm, 1951-60- . [For examples of this series, see 6, 7, 47, 48, 52, 61, 64-5, 96.]

- 9 *Psykologisk-pedagogisk uppslagsbok* (Psychological and pedagogical encyclopaedia), 2nd rev. enl. ed. Stockholm, Natur och Kultur, 1956. Vols. 1-3 and supplement.
- 10 SOCIAL WELFARE BOARD. *Social Sweden*. Stockholm, Gernandts Boktryckeri, 1952.
Chapter XII, devoted to the educational system, is on pages 349-90.
- 11 *Svensk bokförteckning/The Swedish national bibliography*. Stockholm, Svensk Bokhandel, 1913- . Monthly.

Since 1953 the Bibliographical Institute of the Royal Library has prepared this national bibliography which comprises books, brochures and periodicals edited in Sweden. Entries are arranged in alphabetical order under author with reference from titles, anonymous works being entered under the first word of the title (articles excepted). The annual edition includes also a classified chapter.

[See also 33.]

Legislative and policy documentation

Education in Sweden is governed by centrally issued regulations. The general school decree contains rules about the management and administration of the most important types of school: compulsory schools and secondary schools. For every type of school there exist special regulations which, like syllabuses, are usually issued by the Government. Parliament has the final word on economic questions and, since most types of school involve government expenditure, the planning usually has to be approved by Parliament.

Compulsory school attendance begins in the calendar year in which the child reaches the age of 7. However, children who after medical examination and other tests are considered ready for school are allowed to begin attendance, subject to decision by the board of the school, in the calendar year during which they reach the age of 6. Should the child not be ready for school when he is normally required to attend, with the parents' consent the school board can postpone entrance one year.

The period of compulsory school attendance depends on the municipality where the child resides. It is in any case between seven and nine years.

There is compulsory attendance of a special type for blind, deaf and certain mentally retarded children.

Following [12-35] are legislative works of interest to educators:

- 12 'Allmän skolstadga' (General school decree). In: *Svensk författningssamling*, no. 387, 1958, p. 1021-50.
Issued at the Royal Palace in Stockholm on 23 May 1958. This decree may be found also in the *Författningshandbok* (2:4) prepared by the Royal Board of Education.
- 13 ARVIDSON, Stellan. *Praktiska gymnasier. Betänkande* (Vocational secondary schools. Investigation). Stockholm, Nordiska Bokhandeln, 1959. 68 p. (Statens offentliga utredningar, 1959:44).
- 14 DÜRING, Ingemar, ed. *The Swedish school reform, 1950*. Stockholm, Nordiska Bokhandeln, 1951. 171 p.
A summary of the government bill at the request of the 1946 School Commission.
- 15 ECKLESIASTIKDEPARTEMENTET. HANDELSUTBILDNINGSKOMMITTÉN (Committee for Commercial Education). *Betänkande och förslag* (Report and proposals). Stockholm, Nordiska Bokhandeln, 1950-55. 2 vols.: 445 p., 489 p. (Statens offentliga utredningar, 1950:12, 1955:14).
- 16 —. REALSKOLEUTREDNINGEN (Secondary School Investigating Committee). *Realskolan under övergångstiden* (Lower secondary school during the transitional period). Stockholm, Nordiska Bokhandeln, 1955. 411 p. (Statens offentliga utredningar, 1955:53).
- 17 —. 1946 ÅRS SKOLKOMMISSION (1946 School Commission). *Betänkande med förslag till riktlinjer för det svenska skolväsendets utveckling* (Investigation with proposals for guiding lines for the development of the Swedish educational system). Stockholm, Nordiska Bokhandeln, 1948. 561 p. (Statens offentliga utredningar, 1948:27).
- 18 —. 1957 ÅRS SKOLBEREDNING (1957 Committee on Schooling). *Grundskolan* (The basic school). Stockholm, Nordiska Bokhandeln, 1961. 881 p. (Statens offentliga utredningar, 1961:30).
A report.
- 19 'Folkskolestadgan' (The primary school decree). In: *Svensk författningssamling*, no. 399, 1958, p. 1067-121.
Decree for primary, continuation and experimental schools.
- 20 'Kungl. Maj:ts kungörelse om ändring i förnyade stadgan den 17 mars 1933 (nr 109) för rikets allmänna läroverk' (Amendment to the decree of 17 March 1933 for secondary schools). In: *Svensk författningssamling* no. 335, 1958, p. 749-854.
- 21 *Kungl. Maj:ts proposition till riksdagen angående inrättande av en första lärarhögskola* (Government bill on the establishment of the Teacher Training Institute). Stockholm, Norstedt, 1954. 225 p. (Kungl. Maj:ts proposition. Bihang till riksdagens protokoll 1954. Saml. 1, nr. 299).
Issued at the Royal Palace in Stockholm on 19 March 1954.
- 22 'Kungl. Maj:ts stadga för folkskoleseminarierna' (Government decree on teacher training for primary schools). In: *Svensk författningssamling*, no. 427, 1958, p. 1179-223.
Issued at the Royal Palace in Stockholm on 30 June 1958.
- 23 'Kungl. Maj:ts stadga för högre kommunala skolor' (Government decree on higher municipal schools). In: *Svensk författningssamling*, no. 342, 1958, p. 893-911.
Issued at the Royal Palace in Stockholm on 23 May 1958.
- 24 'Kungl. Maj:ts stadga för statsunderstödda folkhögskolor (folkhögskolestadga)' (Government decree on people's colleges). In: *Svensk författningssamling*, nos. 478-80, 1958, p. 1401-23.
Issued at the Royal Palace on 12 September 1958.
- 25 'Kungl. Maj:ts stadga för statsunderstödda privatläroverk (privatläroverksstadgan)' (Government decree on private secondary schools). In: *Svensk författningssamling*, no. 92, 1960, p. 199-208.
Issued at the Royal Palace on 25 March 1960.
- 26 'Kungl. Maj:ts stadga för statsunderstödda yrkesskolor (yrkesskolestadgan)' (Government decree on vocational schools). In: *Svensk författningssamling*, nos. 503-5, p. 1083-106.
Issued at the Royal Palace on 30 June 1955.
- 27 KUNGL. SKOLÖVERSTYRELSEN. KOMMITTÉ FÖR REVISION AV 1919 ÅRS UNDERVISNINGSPLAN FÖR RIKETS FOLKSKOLOR (The Committee for Revision of the 1919 Primary School Education Plan). *Betänkande med förslag till undervisningsplan för rikets folkskolor* (Investigation and proposals for syllabuses for the primary schools). Stockholm, Svenska Bokförlaget, 1953. 322 p.
Prepared by a committee appointed by the Royal Board of Education to revise the 1919 syllabuses for the primary schools.
- 28 'Lag om undervisning och vård av vissa psykiskt efterblivna' (Law on instruction and care of certain mentally backward children). In: *Svensk författningssamling*, no. 483, 1954, p. 939-47.
Published also by the Royal Board of Education in *Författningshandbok* (2:4).
- 29 ÖRNMARKER, Ulf; LINDQVIST, Gösta, eds. *Det obligatoriska skolväsendet* (Compulsory education). Stockholm, Hasse W. Tullberg, 1961. 529 p.
Statutes, salary scales, directives, comments, etc.

- 30 'Särskolereglementet' (Regulations on separate schools). In: *Svensk författningssamling*. Stockholm, Norstedt, 1955, no. 730, p. 1609-15.
- 31 SIVGÅRD, Gustaf; WALLIN, Ragnar. *Skolförfattningarna* (School laws, decrees, etc.). Stockholm, Magnus Bergvall, 1959. 318 p.
School forms for the compulsory period, orientation and comments.
- 32 'Skolstyrelselag' (Law on school boards). In: *Svensk författningssamling*, Stockholm, no. 614, 1956, p. 1329-1332.
Issued at the Royal Palace on 21 December 1956.
- 33 *Statens offentliga utredningar* (Official government reports based on investigations). Stockholm, Nordiska Bokhandeln, 1922- . Irreg.
This series comprises all investigations decided by Government and Parliament and edited by the various Ministries. Those having a bearing on education are edited by the Ministry of Education. [See 13, 15-18, 36, 46, 54-56, 68, 73-79, 83-85, 87-88, 94, 101, 113-114, 123.]
- 34 *Svensk författningssamling* (Collection of Swedish laws and statutes). Stockholm, Norstedt, 1825- . Annual.
Official publication edited by the Ministry of Justice. Includes all government laws and decrees, each under a current number within the year. [See 12, 19-20, 22-26, 28, 30, 32, 35, 37-39.]
- 35 'Tillämpningsföreskrifter till lag den 4 juni 1954 (nr 483)' (Directives for the application of the Law of 4 June 1954). In: *Svensk författningssamling*, no. 734, 1954, p. 1623-9.

[See also 37-39.]

Administration of the educational system

The central management of the educational system under the Government (Ministry of Education) is exercised by the Board of Education and the Board of Vocational Education. The Board of Education acts as a supervisory authority over the general and technical educational systems and also over people's colleges, adult education activities and teacher training. The Board of Vocational Education supervises vocational education proper. Certain types of schools are, however, administered by other government agencies. Pre-primary and youth care schools come under the Social Welfare Board; forestry schools under the Board of Crown Forests and Lands and the Board of Private Forestry Schools for agriculture; rural housekeeping under the Board of

Agriculture; and fishing and shipping schools under the Board of Fisheries and Fishery Research and the Board of Shipping and Navigation respectively.

Regional management is looked after by the county school boards (initiated as from 1 July 1958). Practically all types of schools in each of the 24 counties come under them.

Local management is exercised by the local school board which is common to all public schools within each of the 1,037 communities. The school head exercises educational management; in large communities a school director is appointed (without teaching duties) or a first rector. In small communities, where there is only one type of school, the rector of the school becomes school head.

The economic responsibility for the compulsory schools and the vocational schools belongs to the communities. At present the Government contributes a large part of the expenditure. The few private elementary schools which exist do not receive contributions from either Government or municipality. Most secondary schools are governmental, though the communities have to finance equipment and care of the premises themselves. The Government subsidizes a small number of municipal secondary schools. Private schools at upper levels are as a rule subsidized and supervised by the Government. The people's colleges, which are run by county councils or private associations, also receive considerable government subsidies. Similarly, the Government contributes to types of schools other than the municipal vocational schools mentioned above.

The following works may be consulted:

- 36 ECKLESIASTIKDEPARTEMENTET. 1951 ÅRS SKOLSTYRELSEUTREDNING (1951 Investigating Committee on School Administration). *Skolväsendets lokala och regionala ledning samt lärartillsättningen* (Local and regional management and the appointment of teachers in the educational system). Stockholm, 1955. 582 p. (Statens offentliga utredningar, 1955:31).
- 37 'Kungl. Maj:ts instruktion för länsskolnämnderna' (Government regulations concerning the county school boards). In: *Svensk författningssamling*, no. 279, 1958, p. 529-37.
Issued at the Royal Palace on 23 May 1958.
- 38 'Kungl. Maj:ts instruktion för skolöverstyrelsen' (Government regulations for the Board of Education). In: *Svensk författningssamling*, no. 661, 1952, p. 1377-92.
Issued at the Royal Palace on 3 October 1952.

- 39 'Kungl. Maj:ts kungörelse om statsbidrag till driftskostnader för det allmänna skolväsendet' (Government decree on subsidies for operational expenditure to the general educational system). In: *Svensk författningssamling*, no. 665, 1958, p. 1901-8.

Issued at the Royal Palace on 19 December 1958.

- 40 *Liggare över statsverkets specialutgiftsstater* (Detailed government expenditure items). Stockholm, Rikskontorets. Annual.

Published since 1901, but until the fiscal year of 1961/62 by Statskontoret.

- 41 *Statsliggaren* (Detailed government expenditure items). Stockholm, Statskontoret, 1901-. Annual.

- 42 *Statsverkspropositionen* (The government budget). Stockholm, Riksdagstryckeriets expedition, 1867-. Annual.

Government bill presented yearly to Parliament with income and expenditure estimates. Annex 10 concerns the Ministry of Education.

[See also 4 and Denmark 24.]

Structure and organization

For a description of the structure and organization of the educational system, reference is made to the *World survey of education* [International sources 8].

Following are works on the various levels or types of education:

The comprehensive school

- 43 ARVIDSON, Stellan. *Enhetsskolan* (The comprehensive school). Lund, Gleerup, 1950. 191 p.
Parliamentary decision on the school, municipal planning for it, experimental activities. With English, French, Spanish, German translations.
- 44 —; BLOMBERG, Ivan; STENHOLM, Britta. *Enhetsskolan växer fram* (The comprehensive school is growing). Lund, Gleerup, 1953. 209 p.
- 45 —; —; —. *Enhetsskolan förverkligas* (The comprehensive school is being achieved). Stockholm, Tiden, 1958. 309 p.
- 46 ECKLESIASTIKDEPARTEMENTET. 1957 ÅRS SKOLBEREDNING (1957 School Planning Committee). *Läroplaner för grundskola och fackskola* (Syllabuses for basic school and specialized school). Stockholm, Nordiska Bokhandeln, 1961. 388 p. (Statens offentliga utredningar, 1961:31).

- 47 HELÉN, Gunnar. *Sju år av skolreformer* (Seven years of school reforms). Stockholm, Norstedt, 1957. 143 p. Bibliography. (Studieförbundet näringsliv och samhälle).

Facts about school development from 1950-56.

- 48 KUNGL. SKOLÖVERSTYRELSEN. *Försöksverksamhet med nioårig enhetsskola* (Experimental activities with the nine-year comprehensive school). Stockholm, 1959. 284 p. (Skriftserie, 42).

Comprehensive report for 1949/50-1958/59.

- 49 —. *Timplaner och huvudmoment vid försöksverksamhet med nioårig enhetsskola* (Schedules and principal syllabuses in experimental activities with the nine-year comprehensive school). Stockholm, Svenska Bokförlaget, 1955. 160 p.

Curriculum for nine-year experimental school classes established by the Royal Board for the years 1955-58. Supplement 1-14, 1956-60.

- 50 MARKLUND, Sixten. *Enhetsskolan under tio år* (Ten years of the comprehensive school). Stockholm, Kungl. Skolöverstyrelsen, 1960. 111 p. (Skriftserie, 46).

A short report on experimental activities from 1949/50-1958/59.

Primary schools

- 51 'Anvisningar och timplaner för specialundervisning (utom hjälpundervisning) i folkskolan' (Recommendations and schedules for special instruction—excluding auxiliary instruction—in the primary school). In: *Aktuellt från Skolöverstyrelsen*, 9, no. 22, 1956, p. 333-53.

- 52 KUNGL. SKOLÖVERSTYRELSEN. *Läroplan för rikets särskolor den 30 april 1959* (Plan of instruction for the separate schools). Stockholm, 1959. 92 p. (Skriftserie, 43).

- 53 —. *Undervisningsplan för rikets folkskolor den 22 januari 1955* (Plan of instruction for the primary schools). Stockholm, Norstedts, 1955. 263 p.

[See also 27.]

Vocational schools

- 54 ECKLESIASTIKDEPARTEMENTET. 1948 ÅRS KONSTUTREDNING (1948 Committee for Art Education). *Konstutbildning i Sverige* (Training in the arts in Sweden). Stockholm, 1956. 443 p. (Statens offentliga utredningar, 1956:13).

Report of a committee. Proposal for measures to promote aesthetic training.

- 55 ECKLESIASTIKDEPARTEMENTET. 1948 ÅRS TEKNISKA SKOLUTREDNING (1948 Committee on Technical Training). *Tekniska skolutbildningen* (Schools for technical training). Stockholm, 1955. 592 p. (Statens offentliga utredningar, 1955:21).
Report of a committee.
- 56 —. 1952 ÅRS YRKESUTBILDNINGSSAKKUNNIGA (1952 Expert Committee on Vocational Training). *Yrkesutbildningen* (Vocational training). Stockholm, 1954. 467 p. (Statens offentliga utredningar, 1954:11).
Investigations by a group of experts.
- 57 *Handbok för yrkesskolväsendet* (Handbook on vocational education), 2nd rev. ed., comp. by Einar Forssell and Inez Falken. Stockholm, H. W. Tullberg, 1954. 300 p.
- 58 KOMMITTÉN FÖR HJÄLPKLASSELEVERNAS I STOCKHOLM YRKESUTBILDNING (Committee for the vocational training of pupils in special classes, etc.). *Förberedande yrkesutbildning för hjälpklass elever* (Preparing vocational training for pupils in special classes). Stockholm, 1959. 75 p. Annex 90. (Stadskollegiets Utlåtanden och Memorial).
- 59 KUNGL. ARBETSMARKNADSSTYRELSEN (Royal Labour Market Board). *Skolor för yrkesutbildning* (Schools for vocational training). Stockholm, 1951. 140 p.
A survey of educational institutions for young people in primary and continuation schools.
- 60 KUNGL. ÖVERSTYRELSEN FÖR YRKESUTBILDNING (Royal Board of Vocational Education). *Yrkesutbildningen i Sverige* (Vocational training in Sweden). Stockholm, 1959. 67 p.
A work on the same subject was published earlier in English:
ROYAL BOARD OF VOCATIONAL EDUCATION. *Vocational education in Sweden*. Stockholm, 1952. 48 p.
- Secondary schools*
- 61 KUNGL. SKOLÖVERSTYRELSEN. *Allmänna anvisningar för undervisning och fostran på skolans högre stadi* (General recommendations for instruction and education at the upper school levels). Stockholm, 1959. 94 p. Bibliogr. (Skriftserie, 41).
- 62 —. *Gymnasieorganisationens omfattning fram till år 1965* (The set-up of secondary school organization until the year 1965). Stockholm, 1951. Mimeographed.
Study of the problem of quantity in the secondary school.
- 63 —. 'Kursplaner för realskolan i de allmänna läroverken' (Syllabuses for the lower level in secondary schools). In: *Författningshandbok*, 1959, 1:4.
- 64 —. *Kursplaner och metodiska anvisningar för gymnasiet* (Syllabuses and recommendations concerning methods for secondary schools). Stockholm, 1960. 169 p. (Skriftserie, 36).
Also in *Författningshandbok*, 1:4.
- 65 —. *Kursplaner och metodiska anvisningar för realskolan* (Syllabuses and recommendations on methods for the lower level in secondary schools). Stockholm, Norstedts, 1955. 172 p. (Skriftserie, 16).
- 66 —. 'Metodiska anvisningar för realskolan' (Recommendations concerning methods for the lower level of secondary schools). In: *Författningshandbok*, 1:4.
- 67 WEJLE, Gunnar, ed. *Skyldighet och rättighet vid läroverk enligt läroverksstadgan m.m.* (Duties and rights in secondary schools according to secondary school regulations). Stockholm, Nordstedt, 1956. 207 p.
- People's colleges*
- 68 ECKLESIASTIKDEPARTEMENTET. 1946 ÅRS SKOLKOMMISSION (1946 School Commission). *Folkhögskolans ställning och uppgifter* (The situation and tasks of people's colleges). Stockholm, 1953. 247 p. (Statens offentliga utredningar, 1953:24).
- 69 KUNGL. SKOLÖVERSTYRELSEN. *Filialfolkhögskolor för 16-17-åringar* (Branches of people's colleges for 16 and 17 year olds), by Allan Degerman. Stockholm, 1960. 25 p. (Utredningar i skolfrågor, 3).
A study on the possibility of establishing branches of people's colleges for a certain age group.
- 70 —. PLANERINGSKOMMITTÉ (Planning Committee). *Folkhögskolan och de stora årskullarna* (People's colleges and the big age groups). *Förslag* (Proposal). Stockholm, 1956. 63 p. Mimeographed.
- 71 LUND, Ragnar. *Fritt och frivilligt folkbildningsarbete* (Free and voluntary adult education work). Stockholm, Nordstedt, 1956. 176 p.
- 72 SVENSKA FOLKHÖGSKOLANS LÄRARFÖRENING (Association of Teachers at Swedish People's Colleges). *Folkhögskolläraryrket* (The teaching profession at people's colleges). *Kort orientering* (Short orientation). Stockholm, 1959. 16 p.

[See also Foreign education 34.]

Teacher training

- 73 ECKLESIASTIKDEPARTEMENTET. *Utbildning av lärarinnor inom det husliga området* (Training of women teachers in the field of housekeeping). Stockholm, 1950. 385 p. (Statens offentliga utredningar, 1950:46).
- 74 —. GYMNASTIKLÄRARUTBILDNINGSSAKKUNNIGA. (Expert Committee on Training of Gymnastics Teachers). *Omorganisation av Kungl. Gymnastiska Centralinstitutet m.m.* (Reorganization of the Royal Central Gymnastics Institute). Stockholm, 1951. 177 p. (Statens offentliga utredningar, 1951:59).
- 75 —. SEMINARIEUTREDNINGEN (Investigating Committee on Teacher Training). *Seminarieorganisationen* (The organization of teacher training for basic schools). Stockholm, 1956-57. 2 vols. 237 p., 366 p. (Statens offentliga utredningar, 1956:18, 1957:46).
- 76 —. SLÖJDLÄRARUTREDNINGEN (Investigating Committee on Handicrafts Teachers). *Utbildning av lärare i manlig slöjd* (Training of teachers in male handicrafts). Stockholm, 1957. 177 p. (Statens offentliga utredningar, 1957:35).
- 77 —. 1946 ÅRS SKOLKOMMISSION (1946 School Commission). *Den första lärarhögskolan* (The first teacher training institute). Stockholm, 1952. 293 p. (Statens offentliga utredningar, 1952:33).
- 78 —. 1953 ÅRS LÄRARINNEUTBILDNINGSKOMMITTÉ (1953 Committee for Training of Women Teachers). *Lärarytbildningen på det husliga området* (Teacher training in the field of domestic arts). Stockholm, 1957. 303 p. (Statens offentliga utredningar, 1957:28).
- 79 —. 1955 ÅRS SAKKUNNIGA FÖR YRKESUTBILDNINGENS CENTRALA LEDNING OCH VISS LÄRARUTBILDNING (1955 Expert Committee on the Central Administration of Vocational Education and on Certain Teacher Training). *Utbildning av lärare i yrkesämnen för industri och hantverk samt handel* (Training of teachers in vocational subjects for industry, handicrafts and commerce). Stockholm, 1959. 210 p. (Statens offentliga utredningar, 1959:8).
- 80 KUNGL. SKOLÖVERSTYRELSEN. PLANERINGSKOMITTÉ FÖR DE STORA ÅRSKULLARNA (Planning Committee for the Heavy School Enrolment Years). *Ungdomsledarutbildning* (Training of youth leaders). Stockholm, 1959. 119 p. (Utredningar i skolfrågor, 2). A study and proposal.

For universities, see

- 81 STOCKHOLMS HÖGSKOLA (University of Stockholm). *Svensk studentkalender* (Swedish student calendar). Stockholm, Stockholms Högskola, 1926- . Prepared at the request of the National Federation of Swedish University Students' Associations.

Educational studies and research

Educational research is carried on, *inter alia*, at the pedagogical institutions attached to the four universities (Göteborg, Lund, Stockholm and Uppsala), at those connected with the Teacher Training Institute—though activities are under way only in Stockholm—and at the experimental department of the Board of Education. The last-named is responsible for experimental activities within the Swedish educational system, particularly in connexion with the school reform. The special government experimental school at Linköping, in which pedagogical experiments are conducted in relatively controlled conditions in the classroom, should also be mentioned.

A large part of the educational research and experimental activity is focused on investigation of various problems in connexion with the Swedish school reform.

There is no marked specialization in the various institutions. It might be stated that the pedagogical institution at the University of Stockholm concentrates on industrial pedagogics and research into reading, the pedagogical institution at the University of Göteborg on methods for the classification of pupils in relation to study and vocational guidance, and the Teacher Training Institute in Stockholm on the construction of tests. The following institutions publish stencilled series of research reports: the pedagogical institution at the University of Uppsala, that at the University of Stockholm and the institution for pedagogy and psychology at the Teacher Training Institute in Stockholm.

Among published books and reports the following may be mentioned:

- 82 BJÖRKMÄN, Mats. *Inlärningspsykologi* (The psychology of absorbing knowledge). Stockholm, Almqvist & Wiksell, 1958. 166 p.
- 83 DAHLLÖF, Urban. *Kursplaneundersökningar i matematik och modersmålet* (Syllabus investigations into mathematics and the Swedish language and literature). Stockholm, Nordiska Bokhandeln, 1960. 536 p. (Statens offentliga utredningar, 1960:15). Empirical studies on curricula in the basic schools.

- 84 ECKLESIASTIKDEPARTEMENTET. 1955 ÅRS UNIVERSITETSUTREDNING (1955 Committee on Higher Education). *Den akademiska undervisningen. Forskarrekryteringen* (Academic education. Recruitment of research workers). Stockholm, 1957. 223 p. (Statens offentliga utredningar, 1957:24).
- 85 ELMGREN, John. *School and psychology*. A report on the research work of the 1946 School Commission. Stockholm, Ecklesiastikdepartementet, 1952. (Statens offentliga utredningar, 1948:27).
- 86 FRANKLIN, Erik. *Tonality as a basis for the study of musical talent*. Göteborg, Gumpert, 1956. 193 p. Diagrams, music.
There is a bibliography on pages 187-93.
- 87 HÄRNQVIST, Kjell. *Individuella differenser och skoldifferentiering* (Individual differences and school differentiation). Stockholm, Nordiska Bokhandeln, 1960. 127 p. (Statens offentliga utredningar, 1960:13).
- 88 ——. *Resurserna för högre utbildning. Beräkningar och metoddiskussion* (The resources for higher education. Estimation and discussion of methods). Stockholm, Nordiska Bokhandeln, 1958. 124 p. (Statens offentliga utredningar, 1958:11).
- 89 HUSÉN, Lennart, et al. *Elever, lärare, föräldrar. En studie av skolans uppfostrings- och disciplinproblem* (Pupils, teachers, parents. A study of the educational and disciplinary problems at school). Stockholm, Almqvist & Wiksell, 1959. 193 p. Bibliogr., tables.
- 90 HUSÉN, Torsten. *Psychological twin research. A methodological study*. Stockholm, Almqvist & Wiksell, 1959. 155 p. (Stockholm studies in educational psychology, 3).
- 91 —, et al. *Standardproven. En redogörelse för konstruktion och standardisering* (The standard tests. A report on construction and standardization). Stockholm, Almqvist & Wiksell, 1956. 230 p.
- 92 —; HENRYSSON, Sten. *Differentiation and guidance in the comprehensive school*. Report on the Sigtuna Course organized by the Swedish Government under the auspices of the Council of Europe, August 1958. Uppsala, Almqvist & Wiksell, 1959. 196 p.
- 93 —; SVENSSON, Nils-Eric. 'Pedagogic milieu and development of intellectual skills'. In: *School review* (Chicago, University of Chicago Press), vol. 68, no. 1, Spring 1960, p. 36-51.
Includes a short bibliography.
- 94 JOHANNESSON, Ingvar; MAGNUSSON, David. *Social och personlighetspsykologiska faktorer i relation till skolans differentiering* (Social and personal psychological factors in relation to school differentiation). Stockholm, [Nordiska Bokhandeln, 1960?]. 171 p. (Statens offentliga utredningar, 1960:42).
- 95 KOORT, Peep. *Lantmannaskolans grundkurser* (Basic courses in the farming school). Uppsala, Universitet, 1958. xii + 285 p.
- 96 KUNGL. SKOLÖVERSTYRELSEN. *Försöksverksamhet med nioårig enhetsskola* (Experimental activities with the nine-year comprehensive school). Stockholm, 1959. 284 p. (Skriftserie, 42).
A comprehensive report for the years 1949/50-1958/59.
- 97 LJUNG, Bengt-Olov. 'En metod för standardisering av uppsatsbedömning' (A method for standardizing the evaluation of school themes). In: *Pedagogisk forskning*, vol. 3, 1959, p. 20-37.
- 98 MAGNE, Olof. *Räknesvårigheter i folkskolan* (Difficulties in mathematics in the basic school). Stockholm, Svensk Lärartidnings Förlag, 1960. 189 p.
- 99 MALMQUIST, Eve. *Factors related to reading disabilities in the first grade of the elementary school*. Stockholm, Almqvist & Wiksell, 1958. 428 p. Illus., diagrams. (Stockholm studies in educational psychology, 2).
- 100 —. *Utredning i fråga om utformningen av lämplighetsproven i samband med inträdesprövningarna vid rikets folk- och småskoleseminarier* (Investigation regarding the editing of suitability tests in connexion with entrance examinations to teacher training colleges for primary schools). Verkställd på uppdrag av Kungl. Skolöverstyrelsen (made at the request of the Royal Board of Education). Stockholm, Federationen Sveriges Allmänna Folk-skollärareförening, 1956. 164 p. (Pedagogiska skrifter, 218).
- 101 ORRING, Jonas. *Flyttning, kvarsittning och utkuggning i högre skolor i relation till folkskolans betygssättning* (Promotion, repeating and expulsion in higher schools in relation to marks in the primary school). Stockholm, Nordiska Bokhandeln, 1959. 88 p. (Statens offentliga utredningar, 1959:35).
- 102 *Pedagogisk forskning. I. Skola och samhälle* (Pedagogical research. I. School and society), 1956- . Oslo, Norsk Pedagogikklag.
Contains reports on educational research in Sweden for five-year periods. Directors of various institutions give accounts of

research and experimental work and list investigations available in print, stencil or manuscript.

- 103 SANDELS, Stina. *Utvecklingspsykologiska beteendestudier hos barn i åldern 1½-8½ år* (Studies in the psychological development of behaviour . . .) Upsala, Appelbergs, 1956. 273 p.
With a summary in English.
- 104 SJÖSTEDT, C. E., SJÖSTRAND, W., eds. *Skola och undervisning i Sverige och andra länder* (School and education in Sweden and other countries), 2nd rev. ed. Stockholm, Natur och Kultur, 1959. 366 p.
A comparative study.
- 105 SJÖSTRAND, Wilhelm. *Pedagogikens historia* (The history of pedagogics), 1, II. Lund, Gleerup, 1960. 2 vol.
- 106 STUKÅT, Karl-Gustaf. *Suggestibility. A factorial and experimental analysis*. Göteborg, Universitet, 1958. 248 p. (Acta psychologica Gothoburgensia, 2).
- 107 SVENSSON, Nils-Eric. 'Intelligensresultat i olika skolformer' (Intelligence results in different types of schools). In: *Pedagogisk forskning*, vol. 1, 1957, p. 130-7.
- 108 WERDELIN, Ingvar. *The Mathematical ability. Experimental and factorial studies. Tests*. Lund & Köpenhamn, Gleerup, 1958. 64 p.

Textbooks and instructional materials

There is no government textbook publisher in Sweden. Information on Swedish publishing houses of textbooks for schools may be obtained through

- 109 SVENSKA BOKFÖRLÄGGAREFÖRENINGEN (Association of Swedish Publishers)
Sveavägen 92, Stockholm.
Approved textbooks are listed by
- 110 STATENS LÄROBOKSNÄMND (Government Committee for Textbooks)
Vasagatan 52, Stockholm.
Scrutinizes textbooks. Publishes:
Aktuellt från Skolöverstyrelsen [4].
- 111 STATENS LÄROBOKSNÄMND. *Läroboksförteckning* (Textbook list). Stockholm, Seelig, 1940- . Irregular.

The following works may be consulted in regard to teaching aids:

- 112 ECKLESIASTIKDEPARTEMENTET. SKOLBEREDNINGENS AV-GRUPP (The Audio-visual Group of the School

Planning Committee). *Audiovisuella hjälpmedel i undervisningen* (Audio-visual aids in teaching). Stockholm, 1960. 77 p. Bibliogr. Mimeographed.

- 113 —. 1957 ÅRS SKOLBEREDNING (1957 School Planning Committee). *Hjälpmedel i skolarbetet* (Aids in school work). Stockholm, 1961. 241 p. (Statens offentliga utredningar, 1961:17).
- 114 KOMMUNIKATIONSDEPARTEMENTET (Communications Ministry). *Televisionen i Sverige* (Television in Sweden). Stockholm, Nordiska Bokhandeln, 1954. 213 p. (Statens offentliga utredningar, 1954:32).
Report by an investigating committee on television.
- 115 KUNGL. SKOLÖVERSTYRELSEN. FILMKOMMITTÉ (Film Committee). *Stöd åt undervisningsfilm i svenska skolor. Utredning med förslag* (Support to educational films in Swedish schools. Exposition with proposal). Stockholm, 1957. 114 p. Mimeographed.

Education associations

The professional teacher associations in Sweden have not limited their activities to promoting the economic interests of their members and to creating good working conditions for them. They have also made active and important contributions in the entire school field. Thus teacher training is usually carried on with substantial co-operation by the teacher associations, which also edit numerous educational publications.

The teacher associations have played an important part within the white collar movements. All but one of the professional associations belong to

- 116 TJÄNSTMÄNNENS CENTRALORGANISATION (TCO) (Officials' Trade Union)
Munkbron 19, Stockholm 2.
The exception is
- 117 LÄROVERKSLÄRARNAS RIKSFÖRBUND (Association of Secondary School Teachers)
Affiliated with
- 118 SVERIGES AKADEMIKERS CENTRALORGANISATION (SACO) (Swedish Trade Union for those with Academic Degrees)
Östermalmsgatan 68, Stockholm.
The teachers' associations and their publications are listed in these two works:
- 119 *Läroverkslärarnas Riksförbunds årsbok* (Yearbook of the Association of Secondary School Teachers). Stockholm, Läroverkslärarnas Riksförbund, 1927- . Annual.

- 120 *Folkskolans årsbok* (Yearbook for primary school teachers), 1955- . Stockholm, Sveriges Folkskolläraryrörbund, 1955- . Annual.

A great many associations are listed also in *An International directory of education associations* and in *Teachers' associations* . . . [International sources 2]. Two which these Unesco publications do not list are:

- 121 FÖRENINGEN FÖR SVENSK UNDERVISNINGSHISTORIA (Society for Swedish History of Education)
Lützengatan 3, Stockholm.
- 122 PEDAGOGISKA SÄLLSKAPET (Education Society)
c/o Hammarlund, Rensgatan 2, Sundbyberg.

[See also Norway 107, 108.]

Educational journals

See Unesco's *International list of educational periodicals* [International sources 3] as well as Nordic journals [Denmark 62, Norway 113-115].

Educational statistics

The following statistical works may be consulted with reference to education:

- 123 ECKLESIASTIKDEPARTEMENTET. 1955 ÅRS UNIVERSITETSBEREDNING (1955 University Planning Committee). *Akademikerräkningen 1955* (University students in 1955). Stockholm, 1957. 103 p. (Statens offentliga utredningar, 1957:51).

A study.

- 124 MOBERG, Sven. *Vem blev student och vad blev studenten* (Who became a student—i.e., received a baccalaureat—and what the student became). Lund, Gleerup, 1951. 364 p. (Samhällsvetenskapliga Studier, 7).

A statistical study concerning origins, marks, further education, professional, financial and family relations among students of five different classes taken between 1910 and 1943.

- 125 STATISTISKA CENTRALBYRÅN (Central Statistical Office). *Statistisk årsbok för Sverige/Statistical abstract of Sweden*. Stockholm, 1914- . Annual.

- 126 —. *Sveriges officiella statistik. Undervisning* (Sweden's official statistics. Education). *Högre studier* (Higher studies), 1957/57- . Stockholm, 1959- . Annual.

- 127 STOCKHOLMS STADS STATISTISKA KONTOR (City of Stockholm's Statistical Office). *Statistisk årsbok för Stockholm stad* (Statistical yearbook for the City of Stockholm). Stockholm, 1904- . Annual.

Education biography

There are no special directories. Biographical information on educators can be obtained from the following sources:

- 128 'Matrikel över lärare vid högre skolor' (Condensed directory of teachers at higher schools). In: *Läroverkslärarnas riksförbunds årsbok* [119].
- 129 *Svensk uppslagsbok* (Swedish encyclopaedia), 2nd rev. ed. Malmö, Förlagshuset Norden AB, 1949-55. 32 vols.
- 130 *Svenska män och kvinnor. Biografisk uppslagsbok* (Swedish men and women. Biographical encyclopaedia). Stockholm, Alb. Bonnier, 1942-55. 8 vols.
- 131 *Svenskt biografiskt lexikon* (Swedish biographical encyclopaedia). Stockholm, Alb. Bonnier, 1918-56- . Vols. 1-15- .
Carried from A to FEUK and being continued.
- 132 *Sveriges folkskolläraryrörbund* (Condensed directory of men teachers). Stockholm, Sveriges Folkskolläraryrörbund, 1960. 136 p.
- 133 *Sveriges folkskollärarinneförbund* (Condensed directory of women teachers). Stockholm, Sveriges Folkskollärarinneförbund, 1958. 151 p.

Education libraries and museums

For information on Swedish libraries in general one may consult

- 134 *Svensk biblioteksmatrikel 1955* (Directory of Swedish libraries and their staffs). Lund, Bibliotekstjänst, 1956. 262 p.

The following library and museum specialize in educational material:

- Statens psykologisk-pedagogiska Bibliotek [3].
- 135 SVENSKA SKOLMUSEET (Swedish School Museum)
Hantverkargatan 29, Stockholm.

Important collections of pedagogical literature are held by the following public university libraries: Göteborgs Universitetsbibliotek, Lunds Universitetsbibliotek and Uppsala Universitetsbibliotek.

Inter-availability of educational resources

Information about international co-operation in the field of education is available in *Läroverkslärarnas riksförbunds årsbok* [119].

An organization was created in 1945 to develop cultural contacts with other countries:

136 SVENSKA INSTITUTET (The Swedish Institute)

Kungsgatan 42, Stockholm.

Acts as the co-ordinating centre for spreading knowledge of Sweden abroad and furthers Sweden's contacts with other nations, especially in the cultural field. It carries out extensive exchange and information activities. The Institute places

Swedes in foreign universities, specialized institutions and academies, awards Swedish government scholarships to qualified foreign students and scholars and recommends Swedish students for fellowship openings abroad. Moreover, it subsidizes lectureships in Swedish abroad. The Institute helped establish the International Graduate School at the University of Stockholm in 1947; in co-operation with the University of Uppsala it conducts an annual summer course for English-speaking people. It serves as an information office about Sweden, publishing in several languages a booklet concerning studies there:

137 ÖSTERGREN, Bertil. *Higher education in Sweden. A handbook for foreign students*. Stockholm, The Swedish Institute, 1952. 131 p.

An information centre for matters relating to teaching and education was to be established by 1962 in Geneva with the financial assistance of the Confederation and the cantons. This institution is the

1 CENTRE D'INFORMATION EN MATIÈRE D'ENSEIGNEMENT ET D'ÉDUCATION

Palais Wilson, rue des Pâquis 52, Genève.

One of its main tasks will be to provide appropriate groups in Switzerland and abroad with all the necessary information concerning school organization and all matters relating to public education in Switzerland. It will serve also as a centre of documentation concerning the operation of scholarships and fellowships in Switzerland. This new centre replaces the

2 ZENTRALSTELLE FÜR DOCUMENTATION UND AUSKUNFT (Documentation and Information Centre)

Regierungsgebäude, St. Gallen.

The *Zentralstelle* has a complete collection of the school legislation enacted by the Confederation and by the cantons (laws, decrees, ordinances, regulations, time-tables, curricula, etc., for education at all levels). This documentation will be transmitted to the centre in Geneva [1].

A centre of rather specialized type is the

3 SCHWEIZERISCHE ZENTRALSTELLE FÜR HOCHSCHULWESEN (Swiss Centre for University Education)

Sonneggstrasse 26, Zürich.

Supplies information to Swiss and foreign teachers and students, arranges the exchange of candidates for the degree of doctor and of secondary school student teachers between Switzerland and England as well as a service for the exchange of scholarships and fellowships with foreign countries. It possesses documentation on the subjects within its competence.

Reference works

Among recent or current reference works of interest to educators may be mentioned:

4 *Das schweizer Buch/Le livre suisse/Il libro svizzero: Bibliographisches Bulletin der schweizerischen Landesbibliothek/Bulletin bibliographique de la Bibliothèque nationale suisse/Bollettino bibliografico della Biblioteca nazionale svizzera*, 1901- . Zürich, Verlag des Schweizerischen Buchhändler- und Verlegervereins, 1901- .

Series A, semi-monthly; series B, bi-monthly. Recent title and publisher are given; an earlier title was *Bibliographisches Bulletin der Schweiz*. Frequency varies. From 1943 there have been two series. This bibliography of monographs classifies publications concerning education under heading 10 for education and schooling and 11 for school books. It has been cumulated by:

5 *Schweizer Bücherverzeichnis/Répertoire du livre suisse/Elenco del libro svizzero. Katalog der schweizerischen Landesbibliothek/Catalogue de la Bibliothèque nationale suisse/Catalogo della Biblioteca*

nazionale svizzera, 1948-1950- . Zürich, Verlag des Schweizerischen Buchhändler- und Verlegervereins, 1951-52. 2 vols.

This is a three-year cumulative edition of *Das schweizer Buch* [4] in two parts: I. List of titles, followed by an index of contributors and key words; II. A subject index. This work has superseded:

6 *Systematisches Verzeichnis der schweizerischen oder die Schweiz betreffenden Veröffentlichungen.../Répertoire méthodique des publications suisses ou relatives à la Suisse.../Katalog der schweizerischen Landesbibliothek/Catalogue de la Bibliothèque nationale suisse*, 1901-47. Bern, Huber, 1929-54.

A printed catalogue of the Swiss National Library following the Universal Decimal Classification. Published as follows: for 1901-20, 2 vols. in 1929; for 1921-30, 2 vols. in 1941; 1931-40, 2 vols. in 1945-51; 1941-47, 2 vols. in 1951-54.

The *Schweizer Bücherverzeichnis* [5] has been followed by:

7 *Schweizerische Nationalbibliographie/Bibliographie nationale suisse/Bibliografia nazionale svizzera. Katalog der schweizerischen Landesbibliothek/Catalogue de la Bibliothèque nationale suisse/Catalogo della Biblioteca nazionale svizzera*, 1951-55. Zürich, Verlag des Schweizerischen Buchhändler- und Verlegervereins, 1956. 3 vols.

Five-year cumulative edition of *Das schweizer Buch* in three parts: Catalogue of Swiss books, which contains (a) classification by authors and anonymous writers, key words, and (b) classification by subject; catalogue of Swiss periodicals. This work is being continued.

8 *Lexikon der Pädagogik/Dictionnaire de pédagogie*. Bern, Francke, 1950-52. 3 vols.

Volume 3 contains a general outline of the Swiss school system, as well as biographical notes concerning the main Swiss educationists.

Legislative and policy documentation

Article 27 of the Federal Constitution of 29 May 1874 makes it obligatory for the cantons to provide, under their own exclusive control, adequate primary education which shall be compulsory and, in the State schools, free of charge and open to children belonging to all religious faiths; the freedom of conscience and belief of every child must be fully respected.

Subject to these federal legislative provisions, the 25 cantons and demi-cantons constituting the Swiss Confederation have sovereign authority in the field of primary education. Each canton has its own

school laws. This explains the variety of school legislation in Switzerland, for this legislation reflects and expresses the differences in the historical and cultural development of the Swiss cantons, with their regional and linguistic particularities which include the existence of four languages (French, German, Italian and Romansh). The Confederation assists the cantons in the execution of their task by granting them subventions (Article 27(A) of the Federal Constitution).

By virtue of Article 34(B)(g) of the Federal Constitution, the Confederation has exercised the powers conferred on it in regard to vocational training in industry, arts and crafts, commerce, agriculture and domestic science by enacting the Federal Law of 26 June 1930 on vocational training. The Federal Law of 3 October 1951 on the improvement of agriculture and the maintenance of the farming class confines itself, in the articles relating to education, to defining the conditions governing the granting of federal subventions for the vocational training of farmers.

Training in domestic science is left to the cantons, except with regard to the conditions governing the granting of subventions by the Confederation.

Secondary schools (lower and upper cycles of secondary education) come under the sovereign authority of the cantons, but, under Article 33 of the Federal Constitution, the Confederation exercises an indirect control in this field by declaring valid throughout the territory of the Confederation the cantonal proficiency certificates (*certificats de capacité*) for the liberal professions (in particular, doctors, chemists, veterinary surgeons, food inspectors) provided that the duration of studies and the *maturité* examinations are in accordance with the federal legislative provisions (rules of 20 January 1925 governing the federal *maturité* examinations).

Teacher training schools are cantonal or communal; in some cases they take the form of private seminaries. The only exception to this rule is the Federal Polytechnic School in Zürich, which, in addition to scientists, trains teachers of mathematics, natural sciences, agricultural sciences, gymnastics and sports. The cantons of Basle, Geneva and Zürich train their student teachers after the latter have obtained the *maturité* certificate (*baccalauréat*).

The only higher school completely under the control of the Confederation is the Polytechnicum in Zürich; since 1911, it is known as the *École Polytechnique Fédérale* (Eidgenössische Technische Hochschule). The authorities responsible for the other universities are the cantons and communes where the universities are situated.

Basing itself on the Law of 12 April 1907 on military organization, the Confederation exercises authority in regard to the teaching of gymnastics, which it declares compulsory for three hours a week for all boys during the whole of their compulsory primary education. The Confederation also recommends to the cantons the introduction of physical culture for girls.

Article 69 of the Federal Constitution (control of epidemic and contagious diseases) and the Federal Law of 13 June 1928 on the control of tuberculosis led the cantons to establish a school medical service, which was subsequently entrusted with all tasks relating to school hygiene.

A work on the administration of the educational system is

- 9 ROEMER, Adolf. 'Die Organisation des öffentlichen Schulwesens in der Schweiz; L'organisation de l'instruction publique en Suisse; l'Organizzazione dell'insegnamento pubblico in Svizzera'. *Archives de l'Instruction publique en Suisse*, 41, 1955. Entire issue, 228 p.

In the Swiss Confederation, the Federal Assembly (National Council and Council of States) exercises the legislative power. The Federal Council is the executive.

Federal departments with some responsibility for the administration of education are:

- 10 DÉPARTEMENT FÉDÉRAL DE L'INTÉRIEUR
Berne.

The administrative division responsible for public education in Switzerland, with the exception of vocational schools, in so far as it is within the competence of the federal authorities.

- 11 DÉPARTEMENT FÉDÉRAL DE L'ÉCONOMIE PUBLIQUE
Berne.

Has vocational training and agricultural sections; supervises vocational education (technical education, arts and crafts, commerce, agriculture, domestic science).

In accordance with the powers assigned to it, this body exercises supervision over the Federal Polytechnic School:

- 12 DER SCHWEIZERISCHE SCHULRAT (The Swiss School Council)
Leonhardstrasse 33, Zürich.

Federal laws include:

- 13 *Constitution fédérale du 29 mai 1874*.
This is the constitutive basis of the Swiss Confederation. Articles 27, 27(A), 34(B), 49 and 69 contain provisions relating to education.

- 14 *Loi fédérale sur le subventionnement à l'école primaire, du 19 juin 1953.*

Under Article 27(A) of the Federal Constitution, the Confederation grants the cantons an annual subvention, the amount of which depends on the number of children between 7 and 15 years of age. The mountain cantons receive a supplement, while the cantons of Grisons and Ticino receive a linguistic supplement. At least 10 per cent of the basic subvention must be devoted to the instruction and education of physically and mentally handicapped children.

- 15 *Loi sur la formation professionnelle, du 26 juin 1930.*

Now in process of revision, covers vocational training in industry, arts and crafts, and commerce.

- 16 *Loi fédérale sur l'amélioration de l'agriculture et le maintien de la classe paysanne, du 3 octobre 1951.*

This law concerns the development of agriculture and the vocational training of farmers.

- 17 *Loi portant création d'une école polytechnique suisse, du 7 février 1854.*

This is the organic law of the Federal Polytechnic School in Zürich.

- 18 *Organisation militaire, du 12 avril 1907.*

This is the legal basis of the Ordinance of 7 January 1947 encouraging gymnastics and sports which provides for gymnastics instruction during the whole of compulsory education, optional preparatory military training and the training of the directors of courses; it also defines the aims of the Federal School of Gymnastics and Sport.

Legislation on the social administration of schools is covered by:

- 19 *Loi fédérale sur la lutte contre la tuberculose, du 13 juin 1928.*

Law on the periodical examination and observation of children of school age, and of members of the teaching and administrative staff, and on the measures to be taken in order to avoid contagion. The cantons are responsible for adopting the necessary measures for the application of the federal law.

- 20 *Loi fédérale sur l'assurance-invalidité, du 19 juin 1959.*

Contains provisions concerning the education of handicapped children capable of readjustment and the integration of disabled persons in the active life of the community.

- 21 *Loi fédérale sur l'âge minimum des travailleurs, du 24 juin 1938.*

Fixes at 15 years the minimum age at which adolescents may take up vocational activities (with the exception of agricultural and domestic activities). This has led certain cantons to raise the age at which children may enter or leave the primary school.

An official report is

- 22 *Le rapport de gestion du Conseil fédéral, Berne, Chancellerie fédérale, 1849- . Annual.*

Distributed each year to the members of the Federal Assembly, contains, *inter alia*, chapters concerning education in general, vocational training, the Federation Polytechnic School and the federal *maturité* examinations.

Other official publications include:

- 23 *Recueil des lois fédérales, 1849- . Berne, Chancellerie fédérale. Usually weekly.*

Assembled in an annual volume, with list.

- 24 *Feuille fédérale, 1849- . Berne, Chancellerie fédérale. Weekly.*

Official publication for bills, federal decrees and other official documents. Bound semi-annually, with list.

Cantonal educational authorities

The Grand Council of each canton (in the cantons with *Landesgemeinde*, namely, Obwalden, Nidwalden, Glarus, Appenzell Ausser Rhoden and Appenzell Inner Rhoden, the *Landesgemeinde* itself) enacts school laws and votes the funds necessary to cover the educational expenditure of the cantons. The Council of State (sometimes called Little Council) supervises their application. It is this council that exercises general supervision over instruction and education.

The Department of Public Education, also called the Directorate of Public Education, is the administrative division of the cantonal government responsible for administering education and instruction under the direction of a member of the Government. In certain cantons, agricultural vocational training is entrusted to the Department of Public Economy or to the Department of Agriculture.

The Board of Education is a corporate body existing in most of the cantons. Directly responsible to the Council of State, it directs and supervises schools. In some cantons, the Board of Education is ranked higher than the Department of Public Education, whereas in others it is subordinate to the latter or regarded as a deliberative or consultative commission.

The Swiss Conference of the Heads of Cantonal Departments of Education is an assembly where the directors of education of the 25 cantons freely meet together. It is held at least once a year for the purpose of establishing personal contacts and organizing exchanges of views between the responsible departmental heads. It has no legislative power. The conference has a different president every year, namely, the departmental head of the canton where the conference is held. The address of the permanent secretariat is

- 25 *Secrétariat permanent, Conférence Suisse des Chefs de Départements Cantonaux de l'Instruction Publique, Marin, Neuchâtel.*

The two works below deal with this conference:

- 26 BÄHLER, E. L. '40 années d'activité de la Conférence des directeurs cantonaux de l'Instruction publique'. In: *Archives de l'Instruction publique en Suisse*, 1938, p. 3-106.
- 27 —, et al. 'Conférence des directeurs cantonaux de l'Instruction publique: résumé de son histoire et de son œuvre.' In: *Archives de l'Instruction publique en Suisse*, 1948, p. 1-70.

In addition to the Swiss Conference of the Heads of Cantonal Departments of Education [25] there is a Regional Conference of the Directors of Education of French and Italian-speaking Switzerland, with the same aims as the other conference. The address of this regional conference follows:

- 28 CONFÉRENCE INTERCANTONALE DES CHEFS DE DÉPARTEMENT DE L'INSTRUCTION PUBLIQUE DE LA SUISSE ROMANDE ET ITALIENNE

Président: M. Pierre Oguey, Chef du Département de l'Instruction Publique du Canton de Vaud, Place de la Cathédrale 6, Lausanne.

Official organs of the cantonal educational authorities are:

- 29 *Feuille officielle du canton*. Chancellerie d'État des Cantons.
Official organ for the publication of laws, ordinances and other official publications.
- 30 *Rapport de gestion du gouvernement*. Chancellerie d'État des Cantons. Annual.
The Council of State's annual report to the legislative authority; it contains one or more statements on all matters relating to education.
- 31 *Feuille officielle scolaire ou Bulletin du Département de l'Instruction publique*. Département de l'Instruction publique.
Official publication of the cantonal school authorities. Sometimes issued in collaboration with educational associations.
- 32 *Archiv für das schweizerische Unterrichtswesen/Archives de l'Instruction publique en Suisse*. Frauenfeld, Huber, 1915- . Annual.
Yearbook of the conference of the cantonal directors of education [25].
- 33 *Études pédagogiques. Annuaire de l'Instruction publique en Suisse*. Lausanne, Payot, 1910- . Annual.
Yearbook of the conference of cantonal directors of education of French and Italian-speaking Switzerland [28].

Each of the 25 cantons and demi-cantons has enacted school laws in the fields in which it has sovereign authority, together with regulations governing their application. It is impossible to list here all these laws.

All the relevant information can be obtained from the two information centres mentioned [1, 2] or directly from the cantonal departments concerned. Furthermore, the *Archives de l'Instruction publique en Suisse* [32] annually publishes a list of the Confederation's and cantons' most recent laws, regulations, etc., relating to education.

Structure and organization

Despite its great variety which is due to the federal structure of Switzerland, the Swiss educational system, its principles and the minimal requirements imposed by the Confederation present a certain unity.

Pre-primary classes or kindergartens are not administered by the State, except in certain cantons, but by the communes, associations or private corporations, which look after children during the pre-primary period, i.e., between 4 and 6 years of age.

The primary school offers a basic course, usually of five years, after which some pupils enter the gymnasium or general secondary schools preparing for university entrance. Others complete the eight to nine year period of compulsory schooling by attending higher primary schools often known as *Sekundar-, Real- and Bezirksschulen*, or terminal classes of a prevocational nature in which essentially manual subjects are studied.

The teaching provided by the complementary vocational schools forms an integral part of apprenticeship and is compulsory for boy and girl apprentices. The schools of general culture and the schools of advanced vocational training (agriculture, domestic science) provide complementary general culture and vocational training, as well as civic instruction, for boys and girls who have completed their compulsory schooling and who are not taking higher courses. In some cantons, a large number of full-time vocational schools, i.e., those which, for a number of years, provide pupils with complete theoretical and practical training, ensure that their pupils will be skilled workers or at least well qualified at the end of their studies. Such schools exist in all fields of vocational training: commerce, industry, handicrafts, technique, transport, textiles, music, fine arts and numerous occupations for women.

The *technicums* (technical schools) are higher schools of technical education in the fields of civil engineering, chemistry, clock and watch making, mechanics, electricity and automobiles. A diploma is conferred at the end of the various courses.

Secondary educational establishments include all schools which prepare for the *baccalauréat* (*maturité*) and open the way to academic and university education. They comprise lower and upper *gymnasia* (corresponding to the *baccalauréat* classes in France). The courses provided by the *gymnasia* comprise one or all of the following types: A—humanities, Latin and Greek; B—Latin and modern languages; C—mathematics and natural sciences. Some secondary schools have a special section for higher commercial studies.

There are teacher training schools for kindergarten teachers, primary and secondary school teachers, teachers of domestic science and women's occupations, medical and teaching assistants, teachers of drawing, singing, music, writing, manual work, commercial school and technical school teachers. Students successfully completing the courses receive a teacher's certificate or diploma.

In addition to the Federal Polytechnic School, Switzerland has seven universities, namely, the universities of Basle, Zürich, Berne, Geneva, Lausanne, Fribourg and Neuchâtel, and a Higher Commercial School at St. Gall.

The following works deal with the educational system:

- 34 BERLEPSCH-VALENDAS, Hans von. *Schule und Erziehung in der Schweiz/La Suisse éducative/Scuola e educazione in Svizzera/Schools and education in Switzerland*. Olten, O. Walter, 1942. iv + 56 p.
Edited by the Swiss National Tourist Bureau in Zürich and the Association des Institutions Suisses d'Éducation de l'Enseignement Privé.
- 35 BUCHMANN-FELBER, Emile. *Die privaten Mittelschulen der Schweiz* (Private secondary schools in Switzerland). Zürich, Juris, 1954. 137 p.
- 36 *L'enseignement universitaire en Suisse*. Zürich, Office National Suisse du Tourisme, 1959. 32 p.
- 37 GUYER, Walter. *Erziehungsgedanke und Bildungswesen in der Schweiz/L'Éducation en Suisse. Tendances et réalisations*. Frauenfeld, Huber, 1936. viii + 364 p.
Prepared by the author with the collaboration of specialists in the various linguistic regions.
- 38 PICCO, Iclea. *Scuola e democrazia in Svizzera*. Roma, Anonima veritas, 1948. 192 p. (Educare. Grandi sistemi educativi, 1).
- 39 RAMSEYER, Pierre. 'The Swiss school'. In: *Harvard educational review*, 22, no. 1, 1952, p. 49-56.
- 40 ROEMER, Adolf. 'Die Hochschulen der Schweiz' (The universities in Switzerland). In: *Archiv für das schweizerische Unterrichtswesen/Archives de l'Instruction publique en Suisse*, 40, 1954, p. 83. [32].
- 41 ——. 'L'organisation de l'enseignement public en Suisse'. In: *Archives de l'Instruction publique en Suisse*, 1955 [32].
- 42 *Schweizerische Privatinstitute/Écoles privées en Suisse/Private schools in Switzerland*. Zürich, Office National Suisse du Tourisme, 1959. 30 p.
- 43 SIMMEN, Martin. *Die Schulen des Schweizervolkes* (The schools of the Swiss people). Frauenfeld, Huber, 1946. iv + 48 p. (Documents pédagogiques suisses, 47).
An educational anthology.
- 44 *Swiss schools*. Zürich, Fondation Pro Helvetia, 1959. 32 p.
- 45 27^e JOURNÉE PÉDAGOGIQUE SUISSE ET SEMAINE PÉDAGOGIQUE À ZÜRICH, 3-13 juillet 1939. *Die Schule des Schweizervolkes/Notre école/La nostra scuola*. Discours, conférences, rapports. Zürich, Bureau de la Semaine Pédagogique, 1940. 431 p.

Educational studies and research

Educational research is included in the programmes of all the universities and teacher training schools, as well as in those of:

- 46 HEILPÄDAGOGISCHES SEMINAR
Zürich.
- 47 INSTITUT DES SCIENCES DE L'ÉDUCATION
Université de Genève, Genève.
- 48 INSTITUT DES SCIENCES DE L'ÉDUCATION AVEC SÉMINAIRE DE PÉDAGOGIE SPÉCIALE ET CURATIVE
Université de Fribourg, Fribourg.
For school museums and expositions, see section 'Education libraries and museums' below.

Textbooks and instructional materials

Teaching materials (reading books, arithmetic books, singing books, geographical maps, etc.) are prescribed by the cantons for schooling at the various levels. At the primary school, teaching materials are supplied to pupils free of charge, either on loan or as a gift, the expenses being defrayed by the cantons or the communes. Most of the cantons issue their own textbooks. Pupils of the lower secondary

and district schools are supplied likewise, while the higher secondary schools and vocational schools use private commercial channels in general. The main supplier of the commercial schools is the Société Suisse des Commerçants, whose headquarters are in Zürich.

Primary schooling being free by virtue of the provisions of the Federal Constitution, the communal school authorities make school supplies available to pupils free of charge. Supplies are purchased from local tradesmen or from wholesale dealers. The larger schools administer their own. In numerous secondary schools, pupils are supplied with books and other materials free of charge, whereas in most of the higher schools, they must purchase their school supplies.

A catalogue of materials for Swiss public schools is

- 49 *Lehrmittelverzeichnis für die Schweizer Volksschulen/Catalogue des moyens d'enseignement pour l'école publique suisse*. Berne, Association des Administrateurs Cantonaux et Communaux des Fournitures Scolaires et du Matériel de Bureau, 1951. 77 p.

With the Confederation's financial assistance, the Conference of Cantonal Directors of Education [25] has published an atlas in French, German and Italian for primary schools and another for secondary schools. A special delegation of the conference is responsible for settling all questions relating to this publication. See also p. 54 of the *Catalogue des moyens d'enseignement* [49].

For the question of wall charts, the following may be consulted:

- 50 Schweizerisches Schulwandbilderwerk (SWW)/Œuvre suisse des tableaux de décoration murale, Schweizerischer Lehrerverein, Zürich.

Puts out colour pictures illustrating numerous subjects concerning Switzerland and the rest of the world, with explanatory notes and lessons. The commercial publishers are Ernst Ingold, Herzogenbuchsee.

- 51 Selected reading matter for children is published by Schweizerisches Jugendschriftenwerk (SJW)/Œuvre suisse des lectures pour la jeunesse (OSLJ), Seefeldstrasse 8, Zürich (with a branch at Lausanne). Good and inexpensive reading matter is published, in the four national languages, for young people of all ages. These books are often used as auxiliary teaching materials.

The organization below disseminates good literature through kiosks, exhibition showcases, etc.:

- 52 Fondation Schweizer Jugendkiosk (SJK), Holdermatte, 32, Trimbach, Solothurn.

For special classes the following may be noted:

- 53 *Lehrmittelverlag der schweizerischen Hilfsgesellschaft für Geistesschwache/Éditions de la Société suisse d'Aide aux Débiles mentaux*. Zürich.

Several cantons prepare catalogues of compulsory or recommended reading materials, and similar catalogues exist for the higher schools. They are published by the directorates of education or the cantonal services for school supplies.

A special commission was set up in 1952 to examine films:

- 54 Lichtbildkommission des schweizerischen Lehrervereins/Commission du Film de la Société Pédagogique Suisse, Beckenhofstrasse, 33, Zürich.

Studies the films as soon as they appear on the market and then publishes in the professional reviews lists of those recommended and of the suppliers. Film projectors are also tried out and recommended if satisfactory.

In Switzerland a major association concerned with educational films is

- 55 Vereinigung schweizerischer Unterrichtsfilmstellen (VESU)/Association suisse du film d'enseignement, Marin, Neuchâtel.

The VESU represents all institutions for the hiring of films for non-profitmaking purposes, namely:

Kantonale Lehrfilmstelle Basel/Service Cantonal du Film Scolaire, Rheinsprung 21, Basel.

Schulfilmzentrale Bern/Centrale du Film Scolaire, Erlachstrasse 21, Bern.

Schweizerische Arbeitsgemeinschaft für Unterrichtskinetographie Zürich/Communauté de Travail pour l'Enseignement par le Film, SAFU, Falkenstrasse 14, Zürich.

Schulfilmarchiv der Stadt Zürich/Archives du Film Scolaire de la ville de Zürich, Werdmühleplatz 4, Zürich.

Kantonale Lehrfilmstelle St. Gallen/Centrale du Film d'Enseignement pour le Canton de Saint Gall, Rosenbergstrasse 16, St. Gallen.

The association (VESU) is concerned with the dissemination and rational use of films as a teaching aid, with the acquisition of educational films and with standardizing the conditions governing the lending of films to cantons.

The archives noted below collect all filmed documents:

- 56 Cinémathèque Suisse/Schweizerisches Filmarchiv, 12, place de la Cathédrale, Lausanne.

These archives place their films at the disposal of individuals and schools, for educational purposes. Their activities are surveyed in

- 57 *Dixième anniversaire de la cinémathèque suisse à Lausanne 1948-1958*. Lausanne, Héliographia, 1958. 14 p.

On the occasion of the tenth anniversary of the film archives.

The following deals with the use of films in the school:

- 58 BOREL, Antoine. 'Le film au service de l'école'. In: *Archives de l'Instruction publique en Suisse*, 38, 1952, p. 1-28.

The central commission and the regional commissions for French, German and Italian-speaking Switzerland supervise and publish criticisms of all broadcasts from the standpoint of their educational suitability.

Two works may be consulted on school broadcasting:

- 59 *Schweizer Schulfunk/Radio scolaire suisse*, 1935- . Berne, S.A. pour les publications radiophoniques, 7 issues a year.

An aid to teachers in the preparation of broadcasts.

- 60 GRAUWILLER, Ernst. 'Schulfunk' (School broadcasting). In: *Archiv für das schweizerische Unterrichtswesen/Archives de l'Instruction publique en Suisse*, 38, 1952, p. 29-38.

At the University of Zürich a collection has been made of phonograph recordings in the various French, German, Italian and Romansh dialects used in Switzerland:

- 61 Phonogrammarchiv der Universität Zürich/Archives Gramophoniques de l'Université de Zürich, Künstlergasse 15, Zürich.

The following two works are pertinent:

- 62 BRUNNER, Rudolf. *Unsere Heimatsprachen auf dem Grammophon* (Our national languages on the phonograph). Zürich, Phonogrammarchiv der Universität Zürich, 1958. 23 p.
- 63 GROGER, O. 'Das Phonogrammarchiv der Universität Zürich' (Phonograph archives of the University of Zürich). In: *Teuthonista*, 1, 1924/25.

This article appeared in a review of research into German dialects and the history of the language.

Education associations

The Lehrerverein (Swiss education society) is a trade-union organization of teachers. Its aims are the defence of the interests of the profession, the fixing of satisfactory conditions of work, the protection of the interests of teachers *vis-à-vis* the authorities, the intellectual and professional development of members and the organization of activities designed to strengthen the spirit of solidarity among them. Men and women teachers at the various levels and also special teachers sometimes form independent groups. The regional sections are grouped in cantonal associations attached to the central association.

The oldest of these associations is the

- 64 Schweizer Lehrerverein, Beckenhofstrasse 31, Zürich. Founded in 1849. Membership includes the sections of German-speaking Switzerland and the Associazione Docenti Svizzera of the canton of Ticino.

The three teachers' associations of Vaud, Neuchâtel and Geneva, together with the Société Pédagogique Jurassienne (Bern) constitute the

- 65 Société Pédagogique de la Suisse Romande, La Haute-Route 18, Bienne.

The following association is organized on a denominational basis:

- 66 Schweizerischer katholischer Lehrerverein/Association des Instituteurs Catholiques de la Suisse, Oberwil, Zug.

Main object is to defend the Catholic schools.

The members of the following society are not exclusively teachers, but include numerous clergymen and friends of the school.

- 67 Evangelischer Schulverein der Schweiz/Société Pédagogique Évangélique de Suisse, Rotbergstrasse 27, Basel.

For lists of education associations, the following works may be consulted: *An International directory of education associations* and *Teachers' associations . . .* [International sources 2]. Following [68-79] are some associations not included in these lists:

- 68 Werkgemeinschaft für Schrift und Schreiben (Working Group for Script and Writing), Vonwilstrasse 29, St. Gallen.

Concerned with pre-primary and primary schools.

Higher education is the field of:

- 69 Schweizerische Hochschulrektoren-Konferenz/Conférence des Recteurs des Hautes Écoles de la Suisse, Ilgenstrasse 6, Zürich 7/32.
- 70 Verband schweizerischer Volkshochschulen/Association des Universités Populaires Suisses, Fraumünsterstrasse 27, Zürich 1.
- 71 Association des Directeurs des Écoles d'Horlogerie, École d'horlogerie, Bienne.
- 72 Schweizerischer Handelslehrerverein/Association Suisse des Professeurs des Sciences Commerciales, Wasserstrasse 81, Zürich 7/53.
- 73 Schweizerischer Verband der Ingenieur-Agronomen (Landwirtschaftslehrer)/Association Suisse des Ingénieurs Agronomes (Maîtres d'Écoles d'Agriculture), Secrétariat, Brugg, Aargau.

The following are associations of special teachers:

- 74 Schweizerischer Mittelschulturnlehrer Verein/Société Suisse des Professeurs de Gymnastique dans les Écoles Secondaires Supérieures, Neue Allmendstrasse 4, Erlenbach, Zürich.
 - 75 Schweizerischer Musikpädagogischer Verband/Société Suisse de Pédagogie Musicale, Sophienstrasse 6, Zürich.
 - 76 Schweizerische Stenographielehrer-Vereinigung/ Association Suisse des Maîtres de Sténographie, Sirnach, Turgau.
 - 77 Vereinigung der Maschinenschreiblehrer im SKV/ Union des Maîtres de Dactylographie à la S.S.C., Riehenstrasse 12, Basel.
- The last two are of rather special categories:
- 78 Schweizerischer Verein abstinenter Lehrer und Lehrerinnen/Société Suisse des Maîtres Abstinents, Unter der Batterie 15, Basel.
 - 79 Taubstummenlehrer-Verein der Schweiz/Société des Maîtres pour Sourds-muets, Wabern, Bern.

While Swiss teachers of the deaf and dumb have set up a local organization, noted above, teachers of the blind are members of the international organization for their specialty: World Council for the Welfare of the Blind, 14, rue Daru, Paris-8^e, France.

Educational journals

For a list of educational periodicals published in Switzerland, see *An international list of educational periodicals* [International sources 3]. Some educational journals not included in that work are given below, as well as one or two annual publications:

- 80 *Bericht über die pädagogischen Rekrutenprüfungen* (Report on educational examinations of recruits), 1940- . Bern, F. Bürki. Annual.
- 81 *Junges Landvolk*, 1954- . Baden. Monthly.
A periodical for agricultural training according to the curriculum of schools for agriculture and domestic science and of the Conférence des Jeunes Paysans.
- 82 *Maïeutique*, 1957- . Lausanne; Genève. Quarterly.
Review of educational psychology. Experiments and research.
- 83 *Mitteilungsblatt des Jugendrotkreuzes für Erzieher* (Red Cross documentation sheets for teachers), 1958- . Bern. Bi-monthly.
- 84 *Mitteilungsblatt des Jugendrotkreuzes für Mittelschulen* (Red Cross bulletin for secondary schools), 1958- . Bern. Bi-monthly.

- 85 *Revue éducation*, 1959- . Bienne. Weekly.
The first issue appeared with the title *Éducation en Suisse française*.

See also, for publications at the Conferences of the Heads of Departments of Education: *Archiv für das schweizerische Unterrichtswesen/Archives de l'Instruction publique en Suisse* [32] and *Études pédagogiques* [33].

Educational statistics

See in particular

- 86 *Statistisches Jahrbuch der Schweiz/Annuaire statistique de la Suisse*. Basel, Eidgenössisches Statistisches Amt, 1891- . Annual.

Educational matters are under a separate heading.

The annual *Archiv für das schweizerische Unterrichtswesen/Archives de l'Instruction publique en Suisse* [32] contains detailed school statistics.

Education biography

Volume 3 of the *Lexikon der Pädagogik; Dictionnaire de pédagogie* [8] is an outstanding source for brief biographies of principal Swiss educationists.

Another source, but of earlier date, is:

- 87 *Grosse Schweizer* (Eminent Swiss). Zürich, Atlantis Verlag, 1938. 768 p.

On certain men who have brought distinction to their country, by Martin Hurlimann and collaborators.

Education libraries and museums

A source of information is

- 88 *Archive, Bibliotheken und Dokumentationsstellen der Schweiz/Archives, bibliothèques et centres de documentation de la Suisse*. Bern, Schweizerische Vereinigung für Dokumentation/Association Suisse de Documentation, 1958. 144 p.

The following school museums and exhibitions may be mentioned:

Basle: Basler Schulausstellung (Institute for present-day problems relating to education and instruction).

Berne: Berner Schulwarte (for problems concerning education and instruction; has a library and index-cards).

Fribourg: Musée Pédagogique Suisse (cantonal and university library).

Geneva: Direction des Études Pédagogiques (teachers' library).

Lausanne: Musée Scolaire Cantonal (lending service, permanent school exhibition).

Locarno: Esposizione Scolastica Permanente (didactic exhibition).

Lucerne: Schulmuseum (exhibition relating to present-day educational problems, travelling exhibition).

Neuchâtel: Exposition Scolaire, Bibliothèque.

Sion: Musée Scolaire.

Zürich: Pestalozzianum (permanent school exhibition, research on Pestalozzi's educational ideas. In the annex, the Institut International pour l'Étude des Dessins d'Enfants, concerned with children's drawings).

Inter-availability of educational resources

There are several organizations particularly concerned with effecting the exchange of information or of persons between Switzerland and other countries:

89. Auslandschweizerwerk der Neuen Helvetischen Gesellschaft/(Euvre des Suisses à l'Étranger de la Nouvelle Société Helvétique, Wallgasse 2, Bern. Acts also as the secretariat for the

90. Hilfskomitee für Auslandschweizerschulen/Comité d'aide aux écoles suisses à l'étranger.

The two institutions assist Swiss schools abroad, send them teachers and teaching materials free of charge or at reduced prices, and give them advice. The Swiss Confederation subsidizes these schools.

91. Schweizerisches Institut für Auslandsforschung/Institut Suisse de Recherches Internationales, Münster-gasse 9, Zürich.

Provides information concerning the cultural, economic and public law relations between Switzerland and foreign countries. Lectures, courses, seminars and working groups are provided with the collaboration of eminent Swiss and foreign personalities.

92. Stiftung pro Helvetia / Fondation Pro Helvetia, Hirschengraben 22, Zürich.

The main purposes of this foundation are: to safeguard the spiritual heritage of Switzerland and preserve the original characteristics of its culture; to encourage intellectual creative work in Switzerland through the vital forces of the cantons, various linguistic regions and cultural circles; to promote exchanges between these different regions and circles; to make known abroad Swiss intellectual and cultural activities.

The Schweizerische Zentralstelle für Hochschulwesen [3] helps foreign teachers and students.

[For information on the International Bureau of Education, which is located in Geneva, see International sources 94-97].

Syrian Arab Republic

Although the declaration of independence of the Syrian Arab Republic occurred on 30 September 1961, no separate chapter is included here. References to the then Syrian Region may be found in the chapter for the United Arab Republic, which was prepared before the separation of the two regions;

the printing schedule of this volume made it impossible to assemble new material on the Syrian Arab Republic.

[Within the United Arab Republic chapter, see in particular 5, 21, 31, 32, 41, 49, 54, 81-83, 99-106 and 110.]

Reference works

- 1 GEORGE, Betty. *Education for Africans in Tanganyika*. Washington, D.C., Government Printing Office, 1960. 97 p. (Office of Education, Bulletin, 1960, no. 19).
Covers organization, the African system of education, higher education, and recent plans and reports. Includes bibliographical footnotes useful in tracing ordinances, reports, etc.
- 2 *Handbook of Tanganyika*, 2nd ed., ed. by J. P. Moffett. Dar es Salaam, Government Printer, 1958. xi + 703 p.
General information supplementing item below [6]; compiled in part from official records, but not an official publication. Bibliography, p. 567-677.
- 3 *List of publications published by the Government of Tanganyika*, January 1945- . Dar es Salaam, Government Printer, 1945- .
- 4 *Tanganyika: a review of its resources and their development*. Prepared under the direction of J. F. R. Hill and edited by J. P. Moffett. Dar es Salaam, Government Printer, 1955. xviii, 924 p. Education, p. 59-71; bibliography, p. 861-8.
- 5 *The Tanganyika guide*, 4th ed. Dar es Salaam, the Secretariat, 1959.
- 6 UNITED KINGDOM. *Tanganyika under United Kingdom administration. Report . . . to the General Assembly of the United Nations*, 1946- . London, HMSO. Annual.
Yearbook and guide to East Africa [Kenya 1].
[See also United Kingdom territories, general and United Kingdom African territories, general.]

Legislative and policy documentation

For the principal legislation affecting education, the following documents may be consulted:

- 7 *Laws of Tanganyika, 1947-50*. Dar es Salaam, Government Printer. 10 vols.
- 8 *Education (African) Ordinance 1948*. [For annotation, see 9.]
- 9 *Non-native Education Ordinance 1948* (Cap. 274).
The main ordinances are the two above; both have been amended at various times, the latest amendment being that of 1958.

Current legislation is published as supplements to the *Tanganyika official gazette*.

Documents on policy include:

- 10 *The Basis for an integrated system of education*. Dar es Salaam, 1960. 9 p. (Government paper, no. 1, 1960).
The Government acceptance of the report advising integration.
- 11 DEPARTMENT OF EDUCATION. *Trade training: technical and commercial education*. Dar es Salaam, Government Printer, 1954. 6 p.
- 12 *Development of African education*. Dar es Salaam, Government Printer, 1956. 6 p. (S.P. 5 of 1956).
- 13 *Development of non-African education*. Dar es Salaam, Government Printer, 1956. 15 p. (S.P. 6 of 1956).
- 14 *A Draft five year plan for African education, 1957-1961 for consideration by the Legislative Council*. Dar es Salaam, Government Printer, 1956.2, 68 p.
- 15 *Report of the committee on the integration of education, 1959*. Dar es Salaam, Government Printer, 1960. 30 p.
- 16 *Report of the special committee on European education*. Dar es Salaam, Government Printer, 1951. 13 p.
- 17 *Report of the special committee on Indian education*. Dar es Salaam, Government Printer, 1951. 17 p.
- 18 RIDDY, Donald; TAIT, Leslie. *Non-African education*. Dar es Salaam, Government Printer, 1955. 92 p.
- 19 *Ten year plan for African education (scheme for revision)*. Dar es Salaam, Government Printer, 1950. 34 p.
- 20 *A Ten-year plan for the development of African education*. Dar es Salaam, Government Printer, 1947. 24 p.

Debates on policy are published in the *Tanganyika Legislative Council debates*.

The following policy documents may also be consulted:

- CONFERENCE ON MUSLIM EDUCATION. . . . *Proceedings* [Zanzibar 7].
Higher education in East Africa [Kenya 21].
Report of the fact-finding mission to study Muslim education in East Africa [Zanzibar 6].
Technical education and vocational training in East Africa [Zanzibar 5].

Administration of the educational system

For a brief account of the educational system, see *Education for Africans in Tanganyika* [1] and the *World survey of education* [International sources 8].

The educational system for Africans is controlled by the Government through the Department of Education. Immediate responsibility is vested in the Director of Education, who is advised on policy and its execution by the Advisory Committee on African Education.

The administration of European and Indian education is in the hands of the Department of Education, but policy is determined by the separate authorities for European and Indian education, of which the Director of Education is chairman.

Other non-native education is controlled in the same way as African education, through the Department of Education. A representative committee advises the Director.

In September 1960 a separate Ministry of Education was formed. The Department of Education was merged with this Ministry.

For information on the administration of education, certain reports may be studied:

- 21 DEPARTMENT OF EDUCATION. *Annual report*, 1946- . Dar es Salaam, Government Printer.
From 1955 has been entitled *Annual summary*.
- 22 ——. *Triennial report*, 1955/57- . Dar es Salaam, Government Printer.
These, as well as the reports mentioned above [21], give details of the system, history, statistics, etc.

Structure and organization

Schools of the various ethnic groups are being integrated and a single system is being developed. For the present, however, we may note the following variations.

African children between the ages of 6 and 10 are admitted to a four-year primary course. A competitive examination then leads to a selective four-year intermediate course. Following this, students may take a six-year secondary grammar course, after passing an examination, or they are directed towards teacher training, trade training, etc.

European children take a two-year infant course from the age of 5 to 6 and a four-year junior course from the age of 7 or 8 to 10 or 11. The seven-year secondary course includes two years of sixth form work.

Indian pupils take a six-year primary course from the age of 5 or 6 to 10 or 11. There follows an eight-year secondary course which includes two years for the higher school certificate.

The Department of Education issues various syllabuses and handbooks for the guidance of teachers, for example:

- 23 DEPARTMENT OF EDUCATION. *Primary school handbook, no. 1 (Standards I-IV)*. Dar es Salaam, East African Literature Bureau, 1960. 92 p.
- 24 ——. *Middle school handbook, no. 1 (Standards V-VIII)*. Dar es Salaam, East African Literature Bureau, 1960. 96 p.
A guide for heads in organizing their schools, making time-tables and correcting teaching faults. Both this and the primary school handbook [23] include lists of books suitable for class reading.
- 25 ——. *Provisional syllabus of instruction for middle schools*. Dar es Salaam, Government Printer, 1952. 98 p.
Includes lists of books recommended for use with the syllabus.
- 26 ——. *Provisional syllabus of instruction for secondary schools, 1955*. Dar es Salaam, Government Printer, 1955. 88 p.

There are no institutions of higher education in Tanganyika. Students must proceed to Makerere College, Uganda, or Royal Technical College, Kenya, or to overseas institutions. They may receive government assistance for this purpose. [For a note on inter-territorial provision of higher education in British East Africa, see Kenya 28.]

Educational studies and research

Research on technical education has been undertaken by the

- 27 TANGANYIKA UNION OF AFRICAN TEACHERS
PO Box 227, Dar es Salaam.
[See also Uganda 16 and 17.]

Textbooks and instructional materials

Among the publishing activities of the East African Literature Bureau [Kenya 32] are various handbooks and other aids for teachers which the Education Department of Tanganyika prepares [23 and 24]. Publications may be traced through the lists in the Bureau's *Annual report* [Kenya 33].

[For textbooks published in the United Kingdom, see the references under the heading 'Textbooks and instructional materials' in the United Kingdom, chapter.]

Education associations and educational journals

See *Teachers' associations* . . . [International sources 2]. This list shows under each entry the newsletters and similar publications issued by the various associations.

Educational statistics

See *Annual report* [21] and *Triennial report* [22] of the Education Department.

Thailand¹ has no national documentation centre. At the present time the centre of educational documentation is

- 1 KRASUANG SUKSATHIKĀN (Ministry of Education)
Raj-Damnern Avenue, Phranakhōn (Bangkok).

Reference works

Bibliographies

- 2 CHULALONGKORN UNIVERSITY. CENTRAL LIBRARY.
Bibliography of material about Thailand in western languages. Bangkok, Chulalongkorn University, B.E. 2504 (1961). 326 p.

The first comprehensive subject bibliography of material about Thailand in western languages ever compiled by Thai nationals. It comprises material from bibliographic sources dated up to August 1959. Lists books, periodical articles, pamphlets, mimeographed documents, microfilms and films on many subjects. Materials on education are found on p. 77-98, in the section entitled 'Education and libraries'.

- 3 COLLEGE OF EDUCATION, Prasarn Mitr. LIBRARY
UNDERSTUDIES 1959-60, comp. *Bibliography on education in Thailand.* Bangkok, College of Education, Library, 1960. 19 p. Typewritten.

Prepared by one of the groups set up annually and attached to the library. A list of books, pamphlets, magazine articles and microfilms both in English and Thai held in the college library.

- 4 NATIONAL LIBRARY. *List of Thai Government publications covering the years 1954, 1955, 1956.* Bangkok, National Library, 1958. 31 p.

A bibliography of official reports, periodicals, pamphlets and books. Materials are listed under the Ministries responsible for their publication. Education is on p. 21-3.

- 5 THAMMASĀT UNIVERSITY. INSTITUTE OF PUBLIC ADMINISTRATION. RESEARCH DIVISION. *Laws, Royal decrees, and Ministerial regulations relating to public administration in Thailand, a selective index to law directories, 1951-1956, and Royal Thai Government gazettes, 1957-1958.* Bangkok, Thammasāt University, 1958. 54 p.

The only existing index which lists and indexes government documents. Section on education, p. 51-2.

Directories

- 6 CHAMNI PHIMPISAN AND ASSOCIATES, comp. *The Siam directory*, B.E. 2488 (1945)- . Bangkok. Annual. Includes up-to-date general information on education in Thailand. Sections cover the Ministry of Education, the National Education Council, universities and educational institutions. The different departments and respective head officials are listed. Aside from the names, no bibliographical data are given.

- 7 KRASUANG SUKSATHIKĀN. KONG PHEIYHRĀE KĀN-SUKSĀ (Ministry of Education. Division of Edu-

cational Information). *Ku-men nae tāng kānsuksā* (Guide to educational institutions). Phranakhōn, B.E. 2497 (1954)- . Annual.

Published yearly in three parts, listing schools for students who have completed grades 7, 10, and 12, or their equivalents. Gives details for each institution such as entrance requirements, type of school, and other pertinent information.

Legislative and policy documentation

- 8 *Rachakitcha nu beksa* (The Royal gazette), B.E. 2417 (1864)- . Phranakhōn, Samnak Thamniab nayok Ratha Montri (Office of the Secretary to the Prime Minister).

Published weekly with special issues on important occasions. Contains Royal decrees, acts, and special announcements which concern government officials in different fields including education.

- 9 *Warasān karachakān* (Civil officials' magazine), B.E. 2499 (1956)- . Phranakhōn, Samnak-ngān Kam-makān Karachakān Pholaruan (Civil Service Commission). Monthly.

Informs civil service officials of regulations, acts, special announcements, and includes articles of interest. See also the *World survey of education* [International sources 8]. In each volume of this series legislation dealing with education is given in the chapters for Thailand.

Administration of the educational system

The Ministry of Education is composed of the Office of the Under-Secretary of State for Education and eight Departments, each under the charge of a Director-General. These Departments are listed in the *Siam directory* [6] in the following order: Office of the Under-Secretary of State, Departments of Physical Education, Teacher Training, Educational Techniques, Secondary Education, Elementary and Adult Education, Vocational Education, Fine Arts, and Religious Affairs.

Thailand is divided into 71 provinces, which are subdivided into some 500 districts. Each district has an education officer responsible to the provincial education officer, who, with other provincial education officers in a region, is responsible to a regional education officer. There are 12 such regions in Thailand. The provincial and the regional education

1. *Bibliographical characteristics.* In Thailand people are known by their first names. For entering Thai material for the purposes of this bibliography, Thai bibliographical practice has been followed; authors are listed under first name, which is followed by the family name.

Thailand uses the calendar of the Buddhist Era, and bibliographical data of publications dated in this manner will also include, in parentheses, the year of the Christian Era. Example: B.E. 2504 (1961).

Thai titles are given in transliteration with the translation immediately following in parentheses.

officers are responsible, each in certain matters, to the Ministry of Education.

There is a supervisory unit in each of the following Departments: Elementary and Adult Education, Secondary Education, and Teacher Training. The supervisory unit of each Department gives suggestions, and supervises the schools of its Department with regard to administration and organization, methods of teaching, and curriculum improvement.

Materials on administration include:

- 10 MAHA WITHAYALAI THAMMASĀT. KANA RATHA PRASĀNASĀT (Thammasāt University. Institute of Public Administration). *Ku-meu kĕnjad ongkĕn kong Rathabĕn Thai* (Manual of the organization of the Government of Thailand). Phranakhōn, Kana Ratha PrasĀnasāt. In press.

This manual, which appears in fascicules, devotes one fascicule to the administration of the Ministry of Education. This describes in detail the duties of the various departments, divisions, units and sections.

- 11 MINISTRY OF EDUCATION. DEPARTMENT OF EDUCATIONAL TECHNIQUES. RESEARCH DIVISION. *Educational development in Thailand*. Bangkok, Bangkok Publishing House, 1959. 56 p.

A report presented to the International Conference on Public Education covering the Ministry's activities from 1949 to 1958.

- 12 —. —. —. *Secondary education in Thailand, general and vocational education*. Bangkok, Bangkok Publishing House, 1959. 40 p.

A report made to Unesco on the administration of secondary schools both in the central and rural areas.

- 13 —. EXTERNAL RELATIONS DIVISION. *Education in Thailand*. Bangkok, Ministry of Education, 1960. 24 p.

Summarizes the past and present activities of the Ministry of Education.

- 14 —. —. —. *Report on educational progress in 1959-1960/Rapport sur le mouvement éducatif au cours de l'année scolaire 1959-1960*. Bangkok, Kuru Saphā Press, 1961. 24 p. Bilingual.

The report of the Ministry of Education presented at the Twenty-third International Conference on Public Education, held in Geneva.

- 15 KRASUANG SUKSATHIKĀN. KROM WICHĀKĀN (Ministry of Education. Department of Educational Techniques). *Rai ngĕn kĕnsuksĕ* (Report on education). Phranakhōn, B.E. 2498 (1955)-

Gives in detail the development and progress of education. The B.E. 2498 (1955) issue covers the period from B.E. 2485 to 2497 (1942-54). The publication has appeared as an annual report since B.E. 2498 (1955).

- 16 —. KROM WISAMAN-SUKSĀ (Department of Secondary Education). *Prawat Krom Wisaman* (History

of the Department of Secondary Education). Phranakhōn, Krasuang Suksathikĕn, B.E. 2499 (1956). 197 p.

The history of the Ministry of Education is given briefly at the beginning of the book. Relates in detail the work of the Department from its beginnings in 1887 up to 1956.

- 17 RONG SAYAMANON. *Prawat Krasuang Suksathikĕn* (The history of the Ministry of Education). Phranakhōn, Krasuang Suksathikĕn, B.E. 2495 (1952). 216 p.

Considered to be the best book on the subject, it covers the period from 1283 to 1952. The texts of the Education Acts are included.

Structure and organization

Starting with the 1961/62 school year, a new scheme of education is being adopted which involves the extension of the primary grades from four to seven years, and the reorganization of grade levels in the secondary schools.

Basically, the system is composed of pre-primary, primary, secondary, and higher education. For information, consult:

- 18 MINISTRY OF EDUCATION. DIVISION OF EDUCATIONAL INFORMATION. *National scheme of education*, translated by Mom Luang Boonlua. Bangkok, Ministry of Education, 1960. 16 p.

Presents the new scheme of education and explains its objectives. A diagram of the general structure of the new system is included.

Educational studies and research

Some of the principal research publications are:

- 19 Ekasĕn kĕnwichai (Educational research bulletin), B.E. 2502 (1959)- . Phranakhōn, Withayalai Wichĕ Kĕnsuksĕ, Kanawichĕ Wichai Kĕnsuksĕ (Bangkok, College of Education, Department of Educational Research). Irregular.

Publishes research studies made by the Department of Educational Research of the college.

- 20 KRASUANG SUKSATHIKĀN. KROM WICHĀKĀN. KONG KĀNWICHAI (Ministry of Education. Department of Educational Techniques. Research Division). *Kĕnwichai tĕng kĕnsuksĕ* (Educational research), B.E. 2502 (1959)- . Phranakhōn. Irregular.

Publishes research studies made by Ministry personnel and those carried out by people outside the Ministry who have done research on educational problems.

- 21 SATABĀN RAWĀNG CHĀT SAMRAP KĀN KHONKWA RUANG DEK/INTERNATIONAL INSTITUTE FOR CHILD STUDY. *Bot khat yo chak prinya nipon kānsuksā maha bandit (Chit withaya patanakān)* B.E. 2503/ *Abstracts of theses written for the Master of Education degree in developmental psychology for the year B.E. 2503*. Phranakhōn/Bangkok, Satabān/The Institute, B.E. 2504 (1961). Bilingual.

Part of a series of reports on research done by the institute. It appears every two years.

Textbooks and instructional materials

The Ministry of Education has produced lists of textbooks approved for use in the primary and secondary schools:

- 22 KRASUANG SUKSATHIKĀN. *Khamsang Krasuang Suktathikān ruang kankamnot baeprian bangkhap chai nai radap rongrian prathom suksā phi kānsuksā 2504* (List of textbooks approved by the Ministry of Education for primary schools for the school year 2504). Phranakhōn, Rongphim Kuru Saphā, B.E. 2504 (1961). 18 p.

Titles are listed under grade level by subject.

- 23 ——. *Khamsang Krasuang Suktathikān ruang kankamnot baeprian bangkhap chai nai radap rongrian mathayom suksā phi kānsuksā 2504* (List of textbooks approved by the Ministry of Education for secondary schools for the school year 2504). Phranakhōn, Rongphim Kuru Saphā, B.E. 2504 (1961). 18 p.

Titles are listed under grade level by subject. Includes books for the pre-university level.

Education associations

There are two teachers' organizations: Kuru Saphā, a government organization, and the Education Society of Thailand, a non-governmental organization:

- 24 KURU SAPHĀ (Teachers' Institute)

Thanon Prachātipratāi, Phranakhōn (Bangkok).

Founded in 1945. There had been a Teachers' Association, founded in 1904, but with the coming into force of the Teachers Act of 1945 the association was abolished and the institute established in its place. The institute safeguards the interests of teachers, provides reasonable measures of assistance to teachers and their families, and promotes good conduct and knowledge through lectures, in-service training programmes, radio, journals and other means.

- 25 THE EDUCATION SOCIETY OF THAILAND

58/1-58/2 Thanon Pitsanuloke, Phranakhōn (Bangkok).

Serves as a clearing house for the exchange of opinions and educational knowledge among members, and co-operates with other associations, foundations or educational institutes of similar purpose for the carrying out of educational research and diffusion of knowledge regarding educational techniques. There are a number of organizations, such as the Mathematics Association, which put out publications, hold workshops, seminars or in-service training programmes.

No directory of education associations has been published in Thailand. Reference can be made, however, to the section on Thailand (p. 101-2) in *Teachers' associations* published by Unesco [International sources 2]. Besides those listed in that work and the two mentioned above the principal associations are:

- 26 THE AGRICULTURAL ECONOMICS SOCIETY OF THAILAND.

Economic Co-operative Building, Maha Withayalai Kasetsart, Phranakhōn (Bangkok).

- 27 SAHAPHAN RONGRIAN-RĀT HAENG PRATHET THAI (Private Schools Union of Siam)

Rongrian Nunthasuksā, 358 Thanon Phrarām V, Phranakhōn (Bangkok).

- 28 SAMĀKHOM KHANITASĀT HAENG PRATHET THAI (Mathematics Association of Thailand)

Tuk Khanitasāt, Chulalongkorn Maha Withayalai, Phranakhōn (Bangkok).

- 29 SAMĀKHOM SANGKHOM SONGKHROSĀT HAENG PRATHET THAI (Social Sciences Association of Thailand)

Tuk Rathasāt, Chulalongkorn Maha Withayalai, Phranakhōn (Bangkok).

- 30 SAMĀKHOM SUKHAPHAPCHIT HAENG PRATHET THAI (Mental Health Association of Thailand)

Rongphayabān Somdet Chaophya, Thonburi.

- 31 SAMĀKHOM WITHAYASĀT HAENG PRATHET THAI (Science Association of Thailand)

Tuk Chiwa Withayā, Chulalongkorn Maha Withayalai, Phranakhōn (Bangkok).

- 32 THAI HOME ECONOMICS ASSOCIATION

Withayalai Kru Suandusit, Thanon Prachātipratāi, Phranakhōn (Bangkok).

- 33 THAI LIBRARY ASSOCIATION

Thanon Phayathai, Pratumwan, Phranakhōn (Bangkok).

- 34 YUWA PUTHIKA SAMĀKHOM HAENG PRATHET THAI (Young Buddhists Association of Thailand)

Wat Kummatuyaram, Amphur Sumpantawongse, Phranakhōn (Bangkok).

- 35 YUWA SAMĀKHOM HAENG PRATHET THAI (Youth Hostels Association of Thailand)
139 Thanon Sukumwit, Phranakhōn (Bangkok).

Educational journals

There is no directory of periodicals, nor is there a published index to periodicals. The College of Education Library [45] and the Faculty of Education Library at Chulalongkorn University [46] index educational periodicals on a co-operative basis. The index is in the form of a card file and dates back to 1955.

The only published list of Thai educational periodicals is in an *International list of educational periodicals* [International sources 3]. New journals, all in Thai, not included in that list are:

- 36 *Anukron withayalai* (The college series), B.E. 2503 (1960)- . Monthly.
Information concerning this journal may be obtained from Mrs. Taksina Savananda, 55 Soi Chaiyapruet, Prakanong, Bangkok.
- 37 *Chandra Kasem*, B.E. 2496 (1953)- . Six issues a year.
Published by the Division of Educational Information, Ministry of Education, Bangkok.
- 38 *Sunsuksā* (Education centre), B.E. 2497 (1954)- . Monthly.
Published by the Education Society of Thailand, Bangkok.
- 39 *Withayu-suksā* (Educational broadcasting), B.E. 2496 (1953)- . Monthly.
Published by the Division of Educational Information, Ministry of Education, Bangkok.

[See also 44.]

Educational statistics

Principal works to consult are:

- 40 *Bulletin of statistics*, B.E. 2495 (1952)- . Bangkok, National Economic Development Board, Central Statistical Office. Quarterly.
Regularly includes a chapter of educational statistics which is especially concerned with enrolments of students by level and grade in different types of schools.
- 41 BUNCHANA ATTAKOR. *Thailand's economic development, 1950-1960*. Bangkok, National Economic Development Board, 1961. 21 p.
There is a section on education on p. 15-17. Tables are included which compare educational data for the years 1950 and 1958.

- 42 KRASUANG SUKSATHIKĀN. KROM WICHĀKĀN. PHANAEK SATHITI/MINISTRY OF EDUCATION. DEPARTMENT OF EDUCATIONAL TECHNIQUES. STATISTICS SECTION. *Sathiti kānsuksā/Educational statistics*. Phranakhōn/Bangkok, B.E. 2498 (1955)- . Annual. Bilingual.

The first issue appeared in B.E. 2498 (1955) as part of *Rai ngān kānsuksā* [15] covering the years B.E. 2485-97 (1941-54). The reports covering the years from B.E. 2498 (1955) have appeared as separate publications. Compiled each academic year, covers sources of funds, expenditures, enrolment in different grade levels in different types of schools, age groups of pupils, number of schools by types, number of teachers in different types of schools, average number of students per teacher, percentage of students in the population of each educational region and many other pertinent data. Data are reported under both Thai and English headings.

- 43 NATIONAL ECONOMIC DEVELOPMENT BOARD. CENTRAL STATISTICAL OFFICE. *Statistical yearbook*. Bangkok, 1950- . Annual.

Serves as a convenient handbook of statistical reference for public administrators, statisticians, economists and others who wish to procure research data. One chapter is devoted to education. Table headings are given in Thai and English.

Education biography

There is no national biographical dictionary. For educators who do not figure in the references listed below, refer to the Ministry of Education [1].

Asia who's who [Hong Kong 22].

Includes some outstanding personalities in education in the section covering Thailand.

The Siam directory [6].

- 44 *Withayasan* (Journal of education), B.E. 2493 (1950)- . Phranakhōn (Bangkok), Thai Watanā Panit. Fortnightly.
Features biographical articles on outstanding educators.

Education libraries and museums

Libraries of principal interest for documentation on education are:

- 45 HONGSAMUT WITHAYALAI WICHĀ KĀNSUKSĀ (College of Education Library)
Prasarn Mitr, Phranakhōn (Bangkok).
Primarily an instructional materials centre for the students and faculty of the college, its branches, and its demonstration

schools. Holds films, filmstrips and slides with which it serves teacher training establishments throughout Thailand. The collection also includes books, pamphlets, periodicals, microfilms, pictures, charts and recordings. In all, there are approximately 37,000 titles. The building can accommodate 576 persons at one seating, and can house 54,000 volumes.

The two branches of the college have their own libraries. That at Bangsaen has a library consisting of 11,636 titles and can seat 100 people at one time. The Pratumwan branch library holds 12,608 works and can seat 80 persons.

- 46 **HONGSAMUT KHANA KHARUSAT** (Faculty of Education Library)
Chulalongkorn Maha Withayalai, Phranakhon (Bangkok).

This library of the Faculty of Education at Chulalongkorn University is an instructional materials centre serving the students, faculty members and a demonstration school. The collection of approximately 16,000 titles consists of books, pamphlets, periodicals, theses, microfilms, films, filmstrips, pictures, records and tapes. The library has a total capacity of 30,000 volumes and can seat 300 people at one time.

- 47 **HONGSAMUT KRASUANG SUKSATHIKAN** (Ministry of Education Library)
Phranakhon (Bangkok).

Under the authority of the Department of Educational Techniques, this library serves the staff of the Ministry of Education. The collection includes books and periodicals and has a total of 1,550 titles. There is seating accommodation for 50 people.

Among the institutions and organizations which collect and distribute educational information, particular mention should be made of the Akademija Pedagogičeskikh Nauk¹ (Academy of Pedagogical Sciences or APN [177] and the K. D. Ušinskij State Educational Library [528] which is attached to it.

Reference works

Reference, information and bibliographical works are published on the All-Union level and in each of the Union Republics.

General encyclopaedias and pedagogical dictionaries

The major encyclopaedia is the

- 1 *Bol'shaja sovetskaja ěnciklopedija* (Great Soviet encyclopaedia), 2nd ed. Moskva, Gos. naučnoe izd-vo 'Bol'shaja Sovetskaja ěnciklopedija', 1949-58. 51 vols. Indexes in preparation.

Contains a great deal of material relating to pedagogics and public education in the U.S.S.R. (during both the Soviet period and pre-revolutionary times); also information about pedagogics and public education systems in foreign countries. This encyclopaedia is continued also by yearbooks.

- 2 *Bol'shaja sovetskaja ěnciklopedija. Ėžegodnik* (Yearbook), 1957- . Moskva, 1957- . Annual.

Includes sections on: public education and cultural establishments, pedagogics and psychology, also—in the sections on individual countries—public education abroad.

The following also come under the heading of general encyclopaedias and pedagogical dictionaries:

- 3 KAUFMAN, Isaak Mihajlovič. *Russkie ěnciklopedii* (Russian encyclopaedias). Part I: *Obščie ěnciklopedii. Bibliografija i kratkie očerki* (General encyclopaedias. Bibliography and short notes). Moskva, 1960. 103 p.

- 4 KOMAROVSKIJ, Boris Borisovič. 'Istoriko-terminologičeskij pedagogičeskij slovar'' (Historical dictionary of pedagogical terminology). In: *Izvestija Akademii pedagogičeskikh Nauk RSFSR*² (News of the RSFSR Academy of Pedagogical Sciences). Moskva. In press.

Russian pedagogical terminology from the tenth century to the present.

- 5 MURADHANOV, Mardan Asadulla-ogly. *Slovar' terminov po pedagogike i psihologii* (Dictionary of terms used in pedagogics and psychology). Baku, 1956. In Azerbaijani. 2,500 words.

- 6 *Pedagogičeskij slovar' v duh tomah* (Pedagogical dictionary in two volumes), ed. by I. A. Kairov, et al. Moskva, Izd-vo APN³ RSFSR, 1960. 2 vols.

An encyclopaedia type of work on the theory and history of pedagogics in the U.S.S.R. and abroad, on questions relating to public education and progressive practical experience, psychology, special education and general problems of cultural development in the U.S.S.R. Also contains a large quantity of biographical material on teachers and public education workers, both Russian and foreign. Many of the articles have bibliographies appended.

General bibliographical works

- 7 *Ališer Navoi nomli Uzbekiston davlat hali kutubhonasi. Uzbekiston hakida jangi adabiet*. Taškent. Quarterly. In Uzbek.

Bulletin of the Navoi public library, with a special section surveying pedagogical literature and other materials concerning public education in the Republic.

- 8 *Bibliografija sovetsoj bibliografii* (Bibliography of Soviet bibliography). Moskva, Vsesojuznaja Knižnaja Palata, 1955- . Annual.

A yearbook of bibliographical literature published in the Soviet Union on all branches of knowledge and in all languages, including works on pedagogical sciences and public education.

- 9 *Ėžegodnik knigi SSSR. Sistematičeskij ukazatel'* (Yearbook of U.S.S.R. books. Systematic index), 1957- . Moskva, Izd-vo Vsesojuzn. Knižnoj Palaty, 1958- . Annual, in two vols.

Continues, with a new frequency, a work issued intermittently since 1925 under various titles. Is a cumulation of *Knižnaja letopis'* [12]. Contents of volume I include educational books, works on physical culture, bibliography and librarianship.

- 10 GURKO, Z. V.; STULOVA, O. V. *Razvitie sovetsoj nauki za 40 let. Ukazatel' jubilejnoj literatury* (Development of Soviet science during the past 40 years. Index of works published in connexion with the fortieth anniversary). Moskva, Izd-vo Akad. nauk SSSR, 1960. 88 p.

Pedagogical sciences, p. 70-2; librarianship, bibliography, work of scientific libraries, p. 72-3.

- 11 IL'INA, Varvara Aleksandrovna. *Literatura po pedagogičeskim naukam* (Literature on pedagogical sciences). Moskva, Izd-vo APN RSFSR, 1950- . Quarterly.

Books and articles on pedagogics and questions of public education; the main bibliographical source of information on current pedagogical literature published in the Soviet Union in the Russian language.

- 12 *Knižnaja letopis'* (Book chronicle), 1907- . Moskva, Vsesojuznaja Knižnaja Palata. Weekly.

Organ to the U.S.S.R. State bibliographical service. Published by Izd-vo Vsesojuznoj Knižnoj Palaty since 1955. This is the

1. For transliteration of Cyrillic into Latin characters, ISO Recommendation R 9 of September 1954 has been used.

2. RSFSR = Rossijskaja Sovetskaja Federativnaja Socialističeskaja Respublika (Russian Soviet Federative Socialist Republic).

3. APN = Akademija Pedagogičeskikh Nauk (Academy of Pedagogical Sciences).

fullest current bibliography of books, including works on pedagogics and public education, issued in the Soviet Union. All entries are in Russian; with entries for books in other languages, the language of the original is specified.

- 13 KUL'TIASOVA, N. M. *Uzbekistan 1953-1955. Bibliografičeskij ukazatel' literatury* (Uzbekistan 1953-55, bibliographical index of literature). Taškent, Gosizdat Uz.SSR, 1958. 383 p. In Russian and Uzbek.

The first index of the literature of the Uzbek SSR and the Kara-Kalpak ASSR. Lists books and articles—including those contained in collections, studies, scientific memoranda, records, etc., for the period 1953-55. Section XXI contains a bibliography of works on science, culture and education. A second index, covering the period 1956-58, is ready for the press.

- 14 *Letopis' gazetnyh statej* (Newspaper articles), 1955-. Moskva. Weekly.

By the U.S.S.R. State bibliographical services. Lists articles, including those on pedagogics and public education, appearing in both all-Union and Republic newspapers published in the U.S.S.R. in the Russian language.

- 15 *Letopis' periodičeskikh izdanij SSSR. Novye, pereimennovannye i prekrativšejsja žurn. i gaz.* (Periodical publications in the U.S.S.R. New and discontinued journals and newspapers), 1950-. Moskva. Quinquennial.

Organ of the U.S.S.R. State bibliographical services. Annual volumes appeared from 1933, under various titles.

- 16 *Letopis' recenzij* (Reviews), 1955-. Moskva. Quarterly.

Organ of the State bibliographical services. Includes reviews of pedagogical literature.

- 17 *Letopis' žurnal'nyh statej* (Articles appearing in periodicals), 1926-. Moskva. Weekly.

Organ of the State bibliographical services. List of articles appearing in periodicals, studies, reports, scientific notes, bulletins, collections and almanachs published in the U.S.S.R. in Russian or in other languages and having a parallel Russian translation or a summary in Russian. Over 1,000 periodicals are scanned, including some educational journals, children's journals, etc.

- 18 *Novye knigi. Ežemesjačnyj bjulleten'* (New books. A monthly bulletin), 1955-. Moskva, Izd-vo APN. RSFSR. Monthly.

- 19 *Novye knigi po pedagogike i narodnomu obrazovaniju zarubežnyh stran* (New foreign books on pedagogics and public education), 1955-57. Moskva, Izd-vo APN RSFSR, 1957-58. In Russian and foreign languages.

- 20 *Periodičeskaja pečat' SSSR. 1917-1949. Bibliografičeskij ukazatel'*. Žurnaly, trudy i bjulleteni po kul'turnomu stroitel'stvu, narodnomu obrazovaniju i prosvetčeniju (The periodical press in the U.S.S.R. 1947-49. Bibliographical index. Journals,

studies and bulletins dealing with cultural development and public education). Moskva, Izd-vo Vsesojuznoj Kniznoj Palaty, 1955-. In progress.

Lists 1,714 periodical publications. The titles of publications produced in the languages of the peoples of the U.S.S.R. and in foreign languages are given in Russian translation, with a mention of the title in the original language or in Russian transcription. Auxiliary indexes: index of periodicals; index of periodicals in the languages of the peoples of the U.S.S.R. other than Russian, and in foreign languages; index of periodicals according to place of publication; index of publishing institutions and organizations.

- 21 ZYKOVA, Nadežda Mihajlovna; MOROZOV, Lev Vladimirovič. *Naučnye s'ezdy, konferencii i soveščanija v SSSR 1946-1955. Bibliografičeskij ukazatel'* (Scientific sessions, conferences and congresses in the U.S.S.R. 1946-55. Bibliographical index). Moskva, Izd-vo Akad. Nauk SSSR, 1958. 222 p.

Index including literature—books, articles, theses, papers, programmes, etc.—of congresses, classified by groups of sciences, with sub-groups for individual disciplines, the latter being arranged in chronological order. An auxiliary alphabetical-subject index is provided.

Special bibliographies

- 22 AKIMOVA, N.; BOČKAREVA, M.; DUDAREVA, Z. *Vospitanie detej v sem'e. Rekomendov. ukazatel' literatury* (The upbringing of children in the family. Index of recommended literature). Moskva, Ministerstvo kultury RSFSR, Gos. ordena Lenina biblioteka SSSR im. V. I. Lenina, 1960. 160 p.

Index including 632 titles: works by founders of Marxism-Leninism, documents of the Party and Government and works by their leaders as well as by well known Soviet educators; writings by Belinskij, Gercen, Černyševskij, Dobroljubov, Ušinskij, Pirogov, etc.; popular pedagogical and medical literature, also fiction concerning the upbringing of children and adolescents, essays and articles from pedagogical and other journals.

- 23 DUDAREVA, Z. *Komsomol i junye pionery. Rekomend. ukazatel' literatury* (The Komsomol and the young pioneers. Index of recommended reading), 4th ed. Moskva, 1958. 86 p.

What young people are to read about the Komsomol, on its fortieth anniversary.

- 24 HRUSTALEVA, Vera Alekseevna. *Klassnyj rukovoditel'.* Bibliografičeskij ukazatel' (The class leader, bibliographical index), ed. by N. A. Konstantinov and N. A. Zinevič. Moskva, Izd-vo APN RSFSR, 1955. 36 p.

Covers chiefly books and articles published in 1950-55 (over 400 entries) on the aims and tasks of communist education, the role of the class leader, his relationship to the teaching staff and the pupils' families. The index is partially annotated.

- 25 IL'INA, Varvara Aleksandrovna. *Nravstvennoe vospitanie učaščihsja. Bibliografičeskij ukazatel'* (The moral education of the young: bibliographical

index), ed. by N. I. Boldyrev. Moskva, Izd. APN RSFSR, 1958. 72 p.

Lists books and major articles on the moral education of children at general schools for 1952 to 1957 and the first quarter of 1958 (about 500 bibliographical entries). Includes also summaries of theses on the same subject for 1952-57. Extensively annotated.

- 26 IL'INA, Varvara Aleksandrovna, et al. compilers. *Učebno-vospitatel'naja rabota v sel'skoj škole* (The work of teaching and training in village schools). Moskva, Izd. APN RSFSR, 1957. 82 p.

This bibliographical index edited by M. N. Skatkin and N. A. Zinevič contains over 700 titles of books and articles for 1952-56. Besides literature for village schools, there are also various texts useful for urban schools: instructional material, passages from the Marxism-Leninism classics on training and education; literature on the organization and training of pupils' collectives. Bibliographical indexes; some annotation.

- 27 ISAEV, P. O. *Bibliografija otečestvennoj literatury po voprosam fizičeskogo rasvitiya i fizičeskogo vospitanija detskogo i vzroslogo naselenija* (Bibliography of national literature on questions of the physical development and physical training of the child and adult population). Alma-Ata, Ministerstvo zdravoochranenija Kazah.SSR, Učenyj sovet, 1957. 155 p.

Authors and anonymous works are arranged alphabetically (1,697 entries). The works of each author are listed in chronological order. Lists books, articles from periodicals and articles from collections of studies, particularly for the Soviet period (to 1957); certain materials, however, date back to before the Revolution. The bibliography is not exhaustive. Two indexes: alphabetical and by subject.

- 28 KIRPIČNIKOVA, Vera Gavrilovna; RUT, Nadežda Aleksandrovna. *Vneklassnaja i vneškola'naja rabota s učaščimisja. Bibliografičeskij ukazatel'* (Out-of-class and out-of-school work with pupils. Bibliographical index). Moskva, Izd-vo APN RSFSR, 1958. 72 p.

- 29 LIVENCOV, V. A. *Literatura po voprosam politehničeskogo obučenija* (Literature on questions of polytechnical education). Kiev, Rad. škola, 1957. 82 p. In Ukrainian.

An annotated bibliographical index.

- 30 MINISTERSTVO KUL'TURY RSFSR. GOSUDARSTVENNAJA ORDENA LENINA BIBLIOTEKA SSSR im. V. I. LENINA (Lenin State Library). *Katalog detskoj biblioteki* (Catalogue of children's libraries). Moskva, Sovetskaja Rossija, 1958-59. Four parts.

The first three numbers give books for children at various grade levels, while the last notes books for those in charge of children's reading.

- 31 MINISTERSTVO PROSVEŠČENJA RSFSR. MOSKOVSKIJ GOSUDARSTVENNYJ ZAOČNYJ PEDAGOGIČESKIJ INSTITUT (Moscow State Pedagogical Institute for

Education by Correspondence). *Bibliografičeskij spravočnik izdannyh učebnikov i učebnyh posobij po vsem fakul'tetam pedagogičeskij institutov* (Bibliographical reference book on published textbooks and manuals for all faculties of pedagogical institutes). Moskva, 1958. 111 p. 473 titles.

- 32 NAUČNO-ISSLEDOVATEL'SKIJ INSTITUT ŠKOL MINISTERSTVA PROSVEŠČENJA LATV. SSR. (Pedagogical Research Institute of the Latvian Ministry of Education). *Voprosy raboty škol rabočeju molodeži. Sbornik referatov* (Problems relating to the work of young workers' schools: collection of summaries). Riga, 1958. 84 p. In Latvian.

Summaries of reports read in 1958 at the 'pedagogical readings'—organizational problems, ties of the school with the social life of the city, the specific type of work of the class leader in schools of this kind, etc.

- 33 *Professional'no-tehničeskoe obrazovanie v SSSR. 1917-1958. Bibliografičeskij ukazatel'* (Vocational-technical education in the U.S.S.R., 1917-58. Bibliographical index), comp. by G. A. Lipatova. Moskva, Proftehzdat, 1960. 267 p.

Books, pamphlets, articles, instructions and other materials relating to the period 1917-58 (2,196 titles), dealing with the history, organization and methods of vocational and technical education in educational establishments and at production centres, the training of teachers and the improvement of their qualifications.

- 34 RUT, Nadežda Aleksandrovna. *Komsomol'skaja i pionerskaja organizacii v škole. Bibliografičeskij ukazatel'* (The Komsomol and Pioneer organizations in schools. Bibliographical index). Moskva, Izd. APN RSFSR, 1957. 24 p.

- 35 SAMUOLENE, G. *Politehničeskoe obučenie i podgotovka učaščisja k praktičeskoj dejatel'nosti. Rekomend. spisok literatury* (Polytechnical training and pupils' preparation for practical work. List of recommended literature). Vil'njus, CBTI Soveta narodnogo hozjajstva Litov. SSR, 1959. 89 p.

- 36 SIVEC, A. G. *Učebnye plany, programmy i učebniki dlja škol USSR. Na 1959/60 učeb. god.* (School curricula, programmes and textbooks for schools of the Ukrainian S.S.R. for the 1959/60 school year). Kiev, Rad. škola, 1960. 102 p. In Ukrainian.

- 37 TIMOFEEVA, I. N. *Čto čitat' moim detjam. Beseda dlja roditel'ej o detskom čtenii. Knigi dlja detej doškola'nogo vozrasta* (What to read to my children. Talks for parents about children's reading. Books for children of pre-primary age). Leningrad, M-vo Kul'tury RSFSR, 1959. 144 p.

Legislative and policy documentation

In this section the following are quoted: the basic laws, the most important government decrees of an All-Union nature, and the corresponding documentary material relating to the separate Union Republics. They are presented in alphabetical order.

- 38 *Direktivy i dokumenty po voprosam pionerskogo dvizhenija* (Directives and documents on problems relating to the Pioneer movement), comp. by V. S. Hančin. Moskva, Izd-vo APN RSFSR, 1959. 307 p.

A collection of directives and documents covering the years 1923 to 1959.

- 39 *Direktivy VKP (b) i postanovlenija Sovetskogo Pravitel'stva o narodnom obrazovanii. Sbornik dokumentov za 1917-1947 g.g.* (Directives of the All-Union Communist Party (Bolsheviks) and decrees of the Soviet Government on public education. Collection of documents for the 1917-47 period), comp. by N. I. Boldyrev. Moskva/Leningrad, Izdat. APN RSFSR, 1947. Two numbers. Supplement to the journal *Sovetskaja pedagogika*.

This collection (first number 320 p., second 303 p.) includes all the more important documents of the first and subsequent years of the Soviet régime: on the transfer of education from the church authorities to the People's Commissariat for Education; the separation of church and State and of school and church; the introduction of co-education; the regulations regarding the organization of public education in the Russian Republic; on universal and compulsory elementary education; on the secular school; the regulation for unified labour schools in the R.S.F.S.R.; on schools for national minorities; the regulations regarding unified labour schools; on primary and secondary schools and their curricula; organization and textbooks; on the teaching of various subjects; on the organization of teaching and the internal organization in primary, incomplete secondary and secondary schools; on the regulations regarding schools for young workers; instructional materials concerning children's homes; on the problem of homeless children; on the work of Komsomol and Pioneer organizations; on vocational training; on the training of teachers and the improvement of teachers' qualifications; on political educational work among adults; on the teaching personnel and the legal and financial position of teachers and other educational workers, etc.

- 40 'Dlja teh, kto rabotaet i učitsja' (For those who are both working and studying). In: *Pravda* (Moskva), 9 dekabrja 1959.

An editorial quoting the decree of the Council of Ministers of the U.S.S.R. on the establishment of a shorter working day or week for persons who are successfully training—while engaged in production—in evening classes (shift or seasonal), or who are following correspondence courses in secondary general education schools; discusses the measures to be taken in order to put this important decree into effect.

- 41 *Dokumenty i materialy po perestrojke školy* (Documents and materials on the reorganization of schools), comp. by M. S. Zenov. Moskva, Učpedgiz, 1960. 170 p.

Contains some of N. S. Khrushchev's speeches at the twentieth and twenty-first Party Congresses, and at the Thirteenth Congress of the Komsomol on 18 April 1958; his note to the Presidium of the Central Committee of the CPSU on strengthening the ties of the school with life and further developing the system of public education in the country; the laws on strengthening of the ties of school and life and further developing the system of public education in the U.S.S.R. and the R.S.F.S.R.; the resolution of the twenty-first Congress of the CPSU on Khrushchev's report; the resolution on the control figures for 1959-65; the decree of the Fourth Plenum of the Central Committee of the Komsomol on the participation of Komsomol organizations in implementing the law on schools; the decree on self-service; the decree of 15 September 1956 on the organization of boarding schools and on the measures to be taken for developing such schools; on certain changes in the teaching of history.

- 42 *Edinaja trudovaja škola. Položenie o edinoj trudovoj škole Rossijskoj Sovetskoi Federativnoj Socialističeskoj Respubliki* (The Unified Labour School. Position of the unified labour schools of the Russian Soviet Federative Socialist Republic). Moskva, Izd. VCIK, 1918. 24 p.

- 43 *Kommunističeskaja Partija Sovetskogo Sojuza v rezoljucijah i rešenijah s'ezdov, konferencij i plenumov CK. 1898-1960* (The Communist Party of the Soviet Union, as reflected in the resolutions and decisions of its congresses, conferences and plenary meetings of its Central Committee. 1898-1960), 7th ed. Moskva, Gospolitizdat, 1960. Part IV, 1954-60: 639 p.

In this part are: directives of the Twentieth Congress on the Sixth Five-Year Plan for the economic development of the U.S.S.R. for 1956-60, p. 144-207; resolutions and decisions of the Extraordinary Twenty-first Congress of the CPSU on N. S. Khrushchev's report on 'The control figures for the economic development of the U.S.S.R. for 1959-65', p. 381-407; the control figures for the economic development of the U.S.S.R. for 1959-65, p. 407-99; on the tasks of Party propaganda in present-day conditions, p. 590-610.

- 44 *Konstitucija (osnovnoj zakon) SSSR. Konstitucii (osnovnye zakony) Sojuznyh Sovetskikh Socialističeskikh Respublik* (Constitution—basic law—of the U.S.S.R. Constitutions—basic laws—of the Soviet Union Republics). Moskva, Gos. izdvo juridičeskoj literatury, 1956. 401 p.

- 45 *Kontrol'nye cifry razvitija narodnogo hozjajstva SSSR na 1959-65 g.g.* (Control figures for the economic development of the U.S.S.R. for 1959-65). Moskva, Gospolitizdat, 1959. 112 p.

Figures unanimously adopted by the Twenty-first Congress of the CPSU, 5 February 1959.

- 46 *Kul'turnoe stroitel'stvo v Ukrainskoj SSR. Važnejšie rešenija Kommunističeskoj partii i Sovetskogo pravitel'stva, 1917-1959* (Cultural development in the Ukrainian S.S.R. The most important decisions of the Communist Party and the Soviet Government, 1917-59). Kiev, Gospolitizdat, UkrSSR, 1959. 2 vols. In Ukrainian.
- 47 *Narodnoe obrazovanie. Postanovlenija, prikazy, ukazanija i dr. material po voprosam škol'noj raboty* (Public education: decrees, orders and other materials concerning problems of school work). Kauras, Gos. izd. ped. lit., 1958. 348 p. In Lithuanian.
- 48 'O l'gotah dlja studentov večernih i zaočnyh vuzov i učaščihsja večernih i zaočnyh srednih special'nyh učebnyh zavedenij' (On the privileges granted to students of higher education evening and correspondence schools and to pupils of special secondary educational establishments). In: *Pravda* (Moskva) 11 ijulja 1959; *Narodnoe obrazovanie* (Moskva) no. 9, 1959, p. 10.
- 49 'O merah po dal'nejšemu razvitiju detskih doškol'nyh učreždenij, ulučšeniju vospitanija i medicinskogo obsluživanija detej doškol'nogo vozrasta' (On measures to be taken for the further development of children's pre-primary institutions, and for the improvement of the upbringing and medical care of children of pre-primary age). In: *Pravda* (Moskva), 28 maja 1959.
- 50 'O merah po razvitiju škol-internatov v 1959-1965 godah' (On measures to be taken for the development of boarding schools during the 1959-65 period). In: *Pravda* (Moskva), 26 maja 1959.
- 51 *O načal'noj i srednej škole. Postanovlenie CK VKP (b) ot 5 sentjabrja 1931 g.* (On primary and secondary schools. Decision of the Central Committee of the All-Union Communist Party (Bolsheviks) of 9 September 1931). Moskva/Leningrad, Učpedgiz, 1931. 13 p.
- 52 'O nekotoryh izmenenijah v prepodavanii istorii v školah. Postanovlenie CK KPSS i Soveta Ministrov SSSR ot 8 oktjabrja 1959 g.' (On certain changes in the teaching of history. Decree of the CC of the CPSU and of the Council of Ministers of the U.S.S.R. of 8 October 1959). In: *Prepodavanje istorii v škole* (Teaching of history in schools), no. 6, 1959, p. 3-4.

In this decree of the Communist Party of the Soviet Union and of the Council of Ministers of the U.S.S.R., instructions are given for bringing the contents of history teaching into line with the general regulations of the Law on Schools; the decree instructs Ministries of Education to prepare and publish new history textbooks, enlisting for this work scholars and the best teachers; to elaborate new school curricula on the history and

Constitution of the U.S.S.R.; to publish textbooks on the history of the Union Republics, as well as anthologies and books for out-of-class history reading; to issue more popular scientific literature and belles-lettres dealing with history and the social and State organization of the U.S.S.R.; to increase the circulation of handbooks on the methodology of history teaching for the benefit of teachers, of visual school aids and educational films; to improve the teaching of history in secondary general education schools for working and rural youth; and to prepare history manuals for these schools.

- 53 'O novyh učebnyh planah škol RSFSR' (On the new curricula for RSFSR schools). In: *Sbornik prikazov i instrukcij Ministerstva prosveščeniya RSFSR* (Collection of orders and instructions of the Ministry of Education of the RSFSR), no. 40, 1959. Order no. 256 of the Minister of Education, 29 August 1959.
- 54 'O porjadke organizacii truda učaščihsja po samoobsluživaniju v obščeeobrazovatel'nyh školah, školah-internatah i detskih domah' (On the organization of pupils' work in respect of self service in general education schools, boarding schools and children's homes). Moskva, 8 p. In: *Sbornik prikazov i instrukcij Ministerstva prosveščeniya RSFSR*, no. 40, 1959, p. 15-22. Reprint.
- 55 *O zadačah partijnoj propagandy v sovremennyh uslovijah; postanovlenie Central'nogo Komiteta KPSS ot 9 janvarja 1960 g.* (On the tasks of Party propaganda in present-day conditions. Decision by the Central Committee of the CPSU, 9 January 1960). Moskva, Gospolitizdat, 1960. 32 p.

In this decision, which defines the basic tasks of ideological work, the Central Committee of the CPSU points out the need for further improvements in the ideological and educational work carried out in higher and secondary schools, and deems it advisable to introduce from the school year 1961-62 a popular course on the fundamentals of political science in the senior classes of secondary schools and of special secondary institutional establishments.

- 56 'Ob organizacii škol s prodlennym dnevom' (On the organization of schools for a longer day). In: *Pravda* (Moskva), 13 marta 1960.
- 57 'Ob organizacii učebnoj raboty v školah v 1959-60 učebnom godu—instruktivnoe pis'mo' (On the organization of educational work in schools during the 1959/60 school year, a letter of instruction). In: *Sbornik prikazov i instrukcij Ministerstva prosveščeniya RSFSR*, no. 28, 1959, p. 6-28.

From the General Directorate of Schools of the Ministry of Education; shows how to organize the educational work in grades I to IV, V, and VI to X in seven-year and secondary schools, in schools for working and rural youth, and in secondary correspondence schools; also how to improve the quality of the educational work in such schools.

- 58 'Ob otdelenii cerkvi ot gosudarstva i školy ot cerkvi' (On the separation of the church from the State and of the school from the church). Reprinted in: *Hronologičeskoe sobranie zakonov, ukazov Prezidiuma Verhovnogo Soveta i postanovlenij pravitel'stva RSFSR* (Chronological list of laws and decrees of the Presidium of the Supreme Soviet, as well as of the decisions of the Government of the R.S.F.S.R.), Moskva, Gos. izd-vo juridičeskoj literatury, 1959; vol. I, 1917-28, p. 9-11.
Decree of the Council of People's Commissars of the R.S.F.S.R., 23 January 1918, the basic legislative instrument for the Soviet authorities' policy regarding the church. It guaranteed freedom of conscience to all Soviet citizens, freedom to profess any or no religion, and freedom to conduct propaganda against religion. It separated the school from the church.
- 59 *Ob učebnyh programmah i režime v pedagogičeskikh vuzah, universitetah i pedtechnikumah* (On the curricula and organization of higher teacher training schools, universities and pedagogical technicums). Moskva/Leningrad, Učpedgiz, 1932. 13 p.
Decree of the Collegium of the People's Commissariat for Education of the R.S.F.S.R. of 10 November 1932.
- 60 *Ob ukreplenii svyazi školy s žizn'ju i o dal'nejšem razvitii sistemy narodnogo obrazovanija v strane* (On strengthening the ties of the school with life and further developing the system of public education in the country). Moskva, Gospolitizdat, 1958. 48 p.
Statement of the Central Committee of the Soviet Union's Communist Party and Council of Ministers deals with the fundamental tasks in the reorganization of secondary and higher schools with reference to the new requirements for building Communist society.
- 61 POLJANSKIJ, A. N. *Zaočnoe pedagogičeskoe obrazovanie. Sbornik rukovodjaščih i instrukтивnyh materialov* (Pedagogical education by correspondence. Collection of guidance and instruction materials), 2nd ed. Moskva, Učpedgiz, 1955. 168 p.
Among the principal documents included are the Decree of the Council of People's Commissars of the U.S.S.R. of 29 August 1938 entitled 'On higher training by correspondence'; 'Regulations regarding the correspondence section in pedagogical (teacher training) institutes' of 20 April 1946; 'Regulations regarding consultation centres for correspondence students in pedagogical (teacher training) institutes' of 6 March 1954.
- 62 *Položenie o bjužetnyh internatah i internatah-pansionah pri semiletkah i srednih školah Kazahskoj SSR* (Regulations regarding regular boarding schools and for bed-and-board accommodations attached to seven-year and secondary schools in the Kazakh S.S.R.). Alma-Ata, 1958. 12 p. Parallel Kazakh and Russian texts.
Regulations approved on 20 February 1958.
- 63 'Položenie o škol'nom učebno-opytnom sel'skom hozjajstve vos'miletnih i srednih škol i škol-inter-natov sistemy Ministerstva prosvěščenija Latvijskoj SSR' (Regulations regarding the experimental agricultural work of eight-year and secondary schools and boarding schools coming under the system of the Ministry of Education of the Latvian S.S.R.). In: *Vedomosti Verhovnogo Soveta i Pravitel'stva Latvijskoj SSR*, no. 28, 1959, p. 8-12. In Latvian.
- 64 *Položenie o vneškol'nyh detskih učreždenijah RSFSR* (Regulations regarding out-of-school children's institutions in the R.S.F.S.R.). Moskva, Molodaja gvardija, 1960. 68 p.
Regulations approved on 5 April 1960.
- 65 *Položenie o vos'miletnej škole RSFSR. Položenie o srednej obščeeobrazovatel'noj trudovoj politehničeskoj škole s proizvodstvennym obučeniem RSFSR. Položenie o večernej (smennoj) srednej obščeeobrazovatel'noj škole RSFSR* (Regulations regarding the eight-year schools in the R.S.F.S.R. Regulations regarding secondary labour polytechnical schools providing a general education together with training in production. Regulations regarding secondary general education evening (shift) schools). Moskva, Učpedgiz, 1960. 45 p.
Regulations approved by the Council of Ministers of the R.S.F.S.R. on 29 December 1959.
- 66 *Položenie ob učeničeskoj proizvodstvennoj brigade v kolhozah i sovhozah Uzbekskoj SSR* (Regulations regarding pupils' production teams working on collective and State farms in the Uzbek S.S.R.). Taškent, Ministerstvo Prosvěščenija UzSSR, 1959. 26 p. In Russian and Uzbek.
- 67 'Postanovlenie Verhovnogo Soveta Latvijskoj SSR o sostojanii i merah po ulučšeniju narodnogo obrazovanija v respublike' (Decree of the Supreme Soviet of the Latvian S.S.R. on the state of public education in the Republic and on measures for improving it). In: *Vedomosti Verhovnogo Soveta i Pravitel'stva Latvijskoj SSR*, no. 10, 1956, p. 44-8. In Latvian.
- 68 *Prikazy i rasporyaženija Ministerstva Prosvěščenija Azerbajdžanskoj SSR* (Orders and instructions by the Ministry of Education of the Azerbaijan S.S.R.). Baku, Ob'edinennoe izdatel'stvo, 1955-56. In Azerbaijani.
- 69 *Sbornik rukovodjaščih materialov o škole* (Collection of basic guidance materials on schools), ed. by N. I. Boldyrev. Moskva, Izdatel'stvo APN RSFSR, 1952. 308 p.

Includes the basic decisions of the Central Committee of the All-Union Communist Party (Bolsheviks) from 1930 to 1950 in regard to schools; their decisions on problems of ideological work from 1946 to 1948; basic guiding materials of the Komsomol on the work of Komsomol and Pioneer organizations in schools; the principal basic materials of the Ministry of Education of the R.S.F.S.R. (instructions, statutes, etc.).

- 70 *Sbornik rukovodjaščih materialov o škole; posobie dlja rukovoditelej škol i ONO* (Collection of basic materials on schools; handbook for headmasters of schools and public education departments). Mahačkala, Dagučpedgiz, 1955. 328 p.

This collection prepared under the auspices of the Ministry of Education of the Dagestan A.S.S.R. comprises basic documents on the education of young people and adults.

- 71 *Sbornik rukovodjaščih materialov po kul'turno-massovoj rabote* (Collection of basic materials on the dissemination of culture among the masses), comp. by L. I. Poljakov. Moskva, Profizdat, 1957. 211 p.

Decrees of the Soviet Government and of the Presidium and secretariat of the trade unions and of other leading authorities concerning the work of trade union clubs, libraries and cinema installations, as well as on the work of the trade unions among children. Covers the period 1930-57.

- 72 *Sbornik v pomošč' rabotnikam učreždenij narodnogo obrazovanija* (Collection of texts to aid workers of educational institutions), ed. by I. S. Kuznecov and S. I. Naumov. Moskva, Učpedgiz, 1955.

Volume 1 (240 p.) concerns guiding and instructional materials for schools on questions of wages, pay scales, leave, pensions, financing and accountancy (for 1 January 1955). Compiled by V. P. Semenov and L. V. Cyvin.

- 73 *Sborniki prikazov i instruktivno-metodičeskikh ukazanij Ministerstva Prosveščeniya Uzbekskoj SSR* (Collection of orders and instructional and methodological directives of the Ministry of Education of the Uzbek S.S.R.). Taškent, 1955-60. In Uzbek. Forty-four collections.

Similar collections are published in all the Union Republics.

- 74 *Školy rabočej i sel'skoj molodeži, zaočnye školy i special'nye školy vzroslykh* (Schools for young workers and rural youth, correspondence schools and special schools for adults). Moskva, Učpedgiz, 1957. 269 p.

- 75 *Učebnye plany vos'miletnej i srednej školy RSFSR* (Curricula for eight-year and secondary schools in the R.S.F.S.R.). Moskva, Izd-vo APN RSFSR, 1959. 15 p.

The curricula for eight-year schools, secondary schools providing production training (both urban and rural), and evening secondary schools (shift and seasonal), confirmed by the R.S.F.S.R. Ministry of Education on 26 August 1959.

- 76 *VSESOJUZNYJ LENINSKIJ KOMMUNISTIČESKIJ SOJUZ MOLODEŽI. CENTRAL'NYJ KOMITET* (Young Communist League of the Soviet Union. Central Committee). *Sbornik dokumentov CK VLKSM o rabote Vsesojuznoj pionerskoj organizacii imeni V. I. Lenina* (Collection of documents of the work of the All-Union V. I. Lenin Pioneer Organization), *aprel' 1954 g.-ijul' 1958 g.* (April 1954-July 1958). Moskva, Molodaja gvardija, 1958. 208 p.

Includes: the resolution of the Thirteenth Congress of the Komsomol on the General Report by the Komsomol's Central Committee; regulations regarding senior Pioneer leaders; on the work of Komsomol organizations in the establishment of boarding schools; on the participation of Komsomol organizations in strengthening the educational and material base of schools, etc.

- 77 —. XIII S'EZD VLKSM (Thirteenth All-Union Congress). *Rezoljucii i dokumenty* (Resolutions and documents). Moskva, Molodaja gvardija, 1958. 47 p.

These resolutions and documents reflect the activity and the aims of the Komsomol in the upbringing of children and young people during the period of the intensive building of Communist society in the U.S.S.R.

- 78 *Vysšaja škola. Osnovnye postanovlenija, prikazy i instrukcii* (Higher education. The basic decrees, orders and instructions), ed. by L. I. Karpov and V. A. Severcev. Moskva, Sovetskaja nauka, 1957. 656 p.

This handbook was compiled by G. E. Dudarev, V. B. Karkušis, S. Ja. Simonov, D. A. Troickij and E. I. Vojlenko. It deals with problems of the organization and administration of higher educational establishments, the admission of students, educational and scientific work in higher educational establishments, the training of scientific and teaching personnel, the regulations requiring young specialists to do practical work, etc.

- 79 *Zakon ob ukreplenii svyazi školy s žizn'ju i o dal'nejšem razvitii sistemy narodnogo obrazovanija v SSSR* (Law on strengthening the ties of the school with life, and further developing the system of public education in the U.S.S.R.). Moskva, Izvestija, 1958. 31 p.

- 80 *ZASEDANIJA VERHOVNOGO SOVETA RSFSR, PJATOGO SOZYVA. PERVAJA SESSIJA 14-16 apr. 1959 g.* (Sessions of the Supreme Soviet, fifth convocation. First session, 14-16 April 1959). *Stenografičeskij otčet* (Verbatim report). Moskva, 1959. 283 p.

Reports: by the Minister of Education of the R.S.F.S.R., E. I. Afanasenko, on the reorganization of general secondary education; by the first deputy chief of the General Directorate of labour reserves attached to the U.S.S.R. Council of Ministers, A. F. Bordadin, on vocational and technical education in the R.S.F.S.R.; and by the first deputy Minister of Higher Education of the U.S.S.R., V. N. Stoletov, on higher education. Debates on these reports. Full text of the law adopted by this session on strengthening the ties of the school with life, and

further developing the system of public education in the R.S.F.S.R.

[See also 85, 87, 94, 481.]

Administration of the educational system

The Union of Soviet Socialist Republics is a multinational Socialist State—a fraternal community of free peoples enjoying equal rights. The October Revolution of 1917 created the conditions for a flowering of science and culture and made culture the property of the general masses of the people. The Communist Party and the Government pay the greatest attention to the development of public education and pedagogical sciences as a factor for successfully educating and training the rising generation. Every year sees an increase in the number of kindergartens, schools, intermediate, special and higher educational establishments, cultural centres, museums, libraries and other cultural and educational establishments, with a parallel increase in the number of educational and scientific workers.

Article 121 of the Constitution of the U.S.S.R. specifies that every citizen of the Soviet Union has the right to education. The implementation of this right is guaranteed and ensured by a widespread system of schools, free education, instruction in the mother tongue, the existence of a specially trained teaching staff, an extensive network of higher and secondary vocational educational establishments and the provision of grants for students, facilities for persons engaged in work to obtain instruction without having to leave their jobs—through the organization of evening and correspondence schools and institutions, with arrangements for a shorter working week, examination leave at State cost, etc., and the establishment of a broad network of cultural educational establishments.

The administration and direction of public education in the U.S.S.R. and of the entire system of public instruction is in the hands of the State authorities. The establishment of the basic principles governing education is the responsibility of the Supreme Soviet of the U.S.S.R. Educational legislation in the Union and autonomous Republics is enacted by the Supreme Soviets of those Republics in the light of the special conditions obtained locally. Meanwhile, the education laws enacted by the Supreme Soviet of the U.S.S.R. are binding on the Union Republics, and the laws of both the U.S.S.R. and Union Republics are binding on the autonomous Republics.

The supreme executive and administrative State authority in the field of education is the Council of Ministers of the U.S.S.R., which issues decrees on education questions on the basis and in execution of the operative All-Union laws. The respective Councils of Ministers carry out corresponding functions in the Union and autonomous Republics. The latter administer education through their Ministries of Education.

In the separate territories, regions, national areas, towns and districts, the direction of cultural work is in the hands of the Councils of the Soviets of Workers' Deputies and their Executive Committees acting through the local public education authorities.

Pre-primary establishments (kindergartens, summer outdoor centres), general polytechnical schools and teacher training establishments (teacher training schools, pedagogical institutes) come under the control of the Ministries of Education of the Union Republics, which administer all educational and training establishments through local organs—the Ministries of Education of the autonomous Republics, territorial (or provincial), town and regional public education departments.

The direction of secondary and higher vocational establishments is in the hands of the U.S.S.R. Ministry of Higher and Special Secondary Education and the corresponding Ministries in the Union Republics.

The Ministries of Education of the Union Republics are responsible for planning the development of the network of pre-primary establishments, schools, children's homes, teacher training establishments and children's extra-curricular establishments, and preparing the curricula and programmes for schools and teacher training establishments. Moreover, they approve textbooks, take steps to create a solid basis for the schools as far as teaching equipment is concerned, give general guidance for the teaching and educational work of children's establishments and work out basic principles governing the organizational, pedagogical and methodological work of educators and schoolteachers.

The Ministries of Education of the Union Republics direct and control the work of the local public education authorities.

The immediate direction of the work of pre-primary establishments and schools is in the hands of the regional and urban public education departments.

A major role in the direction of public education establishments is played by the school inspectors of the Ministries of Education and the territorial (provincial), municipal and district education

departments. The efficient organization of inspection in towns and districts enables the education departments to direct each school in accordance with its special characteristics. Their inspectors each have separate areas to cover in order to ensure regular control and guidance.

This control over the work of educational establishments is closely linked with assistance to pre-primary and school teachers in their many-sided and responsible work, the education departments organizing systematic, large-scale activities covering all workers at kindergartens, schools and out-of-school establishments.

Examples of these activities which have been initiated and have proved their effectiveness in practice are: local village methodology groups of teachers of grades I to IV, district (municipal) groups of teachers of particular subjects and district seminars for headmasters, heads of curriculum departments of schools, pioneer leaders and directors of kindergartens and extra-curricular establishments. These groups discuss key questions of education work and exchange teaching experience.

The day-to-day administrative and pedagogical control of educational establishments is exercised by their directors—the principals of kindergartens, the headmasters of primary schools and the directors of eight-year schools, secondary schools, secondary vocational schools and higher educational establishments—whose rights and duties are defined in standard regulations approved by the Central Committee of the Educational, University and Scientific Workers' Union and by the Ministries of Education and of Higher and Special Secondary Education, as the case may be.

The educational organs of administration rely extensively in their work on the co-operation of the Soviet public. In particular they enlist the co-operation of the school committees of the local Soviets of Workers' Deputies, which exercise public control over education activities and assist the parent bodies in implementing the Universal Education Law and improving the work of schools and strengthening their material basis. They receive considerable assistance from the Pedagogical Councils attached to kindergartens, schools and technicums and the Academic Councils attached to institutes.

With the intensive building of Communism in the U.S.S.R., the importance of the part played by society in the work of the public education establishments is increasing constantly. Councils are being set up, in district, municipal, territorial and regional public education departments, in order to enlist the efforts

of society as a whole in favour of schools. These councils also discuss with students urgent problems of teaching and educational work. Councils to aid schools are also being formed in enterprises and on State and collective farms.

Works on administration in general

- 81 AKADEMJA PEDAGOGIČESKIH NAUK RSFSR. BIBLIOTEKA DIREKTORA ŠKOLY (R.S.F.S.R. Academy of Pedagogical Sciences. Library of the Director of Schools). *Voprosy školovedenija* (Questions of school administration), ed. by A. N. Volkovskij. Moskva, 1955. 188 p.

Among the main questions dealt with in this book by a team of academic and practical workers in the field of education are: the content and methods of work of the headmaster and head of the curriculum department; the teaching staff and its role; the parents' committee and school work among parents.

- 82 BONDAR', A. D., ed. *Iz opyta rukovodstva učebno-vospitatel'noj rabotoj v škole i eë kontrolja*. Kiev, Rad. škola, 1958. 120 p. In Ukrainian.

- 83 KONDAKOV, M. I., ed. *Opyt vnutriškol'nogo rukovodstva* (Experience in directing the work inside the schools). Moskva, Učpedgiz, 1955. 263 p.

Compiled by M. I. Kondakov and O. P. Rostovceva. General conclusions drawn from the experience of a number of schools in Moscow and elsewhere in directing the work of teachers in providing polytechnical education and co-ordinating the activity of school organizations, also in developing habits of cultivated behaviour in children and fulfilling the uniform requirements for the organization of the teaching process in conjunction with the children. Points the way to further improvements in the forms and methods of direction and control inside schools.

- 84 NEČIPORUK, Z. S. *Inspektirovanie srednej školy* (Inspection of secondary schools). Kiev, Rad. škola, 1958. 172 p. In Ukrainian.

Guides for school administrators

- 85 DEJNEKO, Mihail Mihajlovič. *Spravočnik direktora školy. Sbornik postanovlenij, prikazov, instrukcij i drugih rukovodjaščih materialov o škole* (Guide for directors of schools. Collection of decrees, orders, instructions and other guidance materials on schools), 2nd ed. Moskva, Učpedgiz, 1955. 510 p.

This edition omits documents which are no longer in force, but includes new material published by the R.S.F.S.R. Ministry of Education since 1 May 1953. Most of the documents assembled relate to the 40's and 50's. The cut-off date is 1 May 1955.

- 86 KERIMOV, A.; MEHTIZADE, Z. *Spravočnik dlja direktora školy* (Handbook for headmasters). Baku, Azmešr., 1959. 175 p. In Azerbaijani.

- 87 Koba, N. I.; Sivec, A. I. *Spravočnik direktora školy . . .* (Handbook for headmasters). Kiev, Rad. škola, 1955. 440 p. In Ukrainian.
A collection of decrees, orders, instructions and other guidance material on schools, up to 1 May 1955.
- 88 MINISTERSTVO PROSVJEŠČENJA RSFSR. GLAVNOE UPRAVLENIE ŠKOL (Central Administration for Schools). *Sanatorno-lesnye školy. Sbornik rukovodjaščih i instruktivno-metodičeskikh materialov* (Forest sanatoria schools. Collection of guidance material, instructions and information on questions of method). Moskva, Učpedgiz, 1955. 128 p.
Deals with the organization, equipment, educational and health-improvement work of these schools; also with staffing, financial and legal questions.
- 89 ———. *V pomošč' direktoru školy-internata* (Aid to directors of boarding schools). Moskva, Učpedgiz, 1958. 88 p.
Regulations for boarding schools and other documents of an authoritative character, together with instructions on teaching and educational work in boarding schools, on equipping these schools and on organizing catering, medical and sanitary services for them.
- 90 SARŠIVILI, T. *Rabota direktora školy* (The work of headmasters). Tbilisi, Izd-vo In-ta, 1957. 191 p. In Georgian.
- 91 ŠIFRIN, Abram Naumovič. *Fizičeskoe vospitanie v škole. Spravočnik* (Physical education in schools. Handbook). Moskva, Učpedgiz, 1957. 192 p.
Documents and guidance material on questions of physical education in and out of school, medical supervision, improvement of sanitary and hygienic conditions in schools, and so on. Extracts from some documents are given.
- 92 SOLOV'eva, O. I., ed. *Detskij sad. Kniga dlja zavedujuščih* (Kindergartens, a handbook for directors). Moskva, Učpedgiz, 1959. 304 p.
Administration of kindergartens; kindergarten buildings and grounds; the education and training of children; the kindergarten and the family; study of methods and improvement of the qualifications of kindergarten workers; staff, estimates, stock taking and book-keeping, etc.
- 93 *Spravočnik dlja rukovoditelej škol* (Handbook for headmasters). Baku, 1960. In Azerbaijani.
Decisions of the Party and Government relating to school work; universal and compulsory education; the improvement of educational work; the work of Pioneer, Komsomol and pupils' organizations; matters of sanitation and hygiene, etc.
- 94 UPRAVLENIE DETSKIH DOMOV MINISTERSTVA PROSVJEŠČENJA RSFSR. CENTRAL'NYJ NAUČNO-METODIČESKIJ KABINET DETSKIH DOMOV (Department for Children's Homes of the Ministry of Education of the R.S.F.S.R. Central Office). *Spravočnik po voprosam ohrany detstva. Dlja rabotnikov otdela nar. obrazovanija* (Handbook on the protection of children; for workers in the public education sector), 3rd ed., rev., enl. Moskva, Učpedgiz, 1956. 227 p.
Laws, decrees, orders, instructions, instructional material and notes on methods (1928-55) relating to general aspects of child protection, children's homes, tutelage and guardianship, allocation of orphans to foster parents, adoption under State supervision, legal position of minors in families, etc.
- 95 *V pomošč' direktoru detskogo doma* (Aid to directors of children's homes). Moskva, Učpedgiz, 1955. 351 p.
Material in this collection describes the work of directors of children's homes, and deals with health services and physical education for children, teaching and educational work and methods, and administrative and economic questions.

Planning of public education

- 96 BEREZKIN, Grigorij Petrovič. *Planirovanie raboty zavedujuščego učebnoj čast'ju školy* (Planning the work of directors of studies in schools). Moskva, Učpedgiz, 1960. 72 p.
The author, who has worked over 20 years as director of studies in no. 665 secondary school, Moscow, recounts his personal experience, and deals with the main points in planning the work of directors of studies at various periods of the year.
- 97 BONDAR', A. D. *Planirovanie i učet raboty školy* (Planning and assessment of school work), ed. by O. G. Sivec'. Kiev, Rad. škola, 1957. 28 p. In Ukrainian.
- 98 ———. *Planirovanie raboty otdelov narodnogo obrazovanija* (Planning the work of the departments of public education). Kiev, 1959. 54 p. In Ukrainian.
- 99 DMITRIEV, V. M., ed. *Organizacija i planirovanie vseobščego srednego obrazovanija* (Organization and planning of universal secondary education). Moskva, Izd-vo APN RSFSR, 1957. 408 p.
Peculiarities of the organization and planning of universal secondary education according to the natural, economic and national conditions of the various parts of the U.S.S.R.; the school network, various types of secondary school buildings; organizing school plots in villages. Valuable statistical data are given.
- 100 KONDAKOV, Mihail Ivanovič. *Planirovanie raboty rajonnyh i gorodskih otdelov narodnogo obrazovanija* (Planning the work of district and municipal departments of public education). Moskva, Izd-vo APN RSFSR, 1955. 52 p.
- 101 NAUČNO-ISSLEDOVATEL'SKIJ ĖKONOMIČESKIJ INSTITUT GOSPLANA SSSR (Economic Research Institute of the State Planning Commission of the U.S.S.R.). *Planirovanie potrebnosti narodnogo hozjajstva v specialistah* (Estimating the number of specialists required by the national economy). Moskva, Gosplanizdat, 1959. 190 p.

Chapter VI (p. 173-89) deals with estimating future needs for specialists in education and the public health services, including the requirements as regards teachers for general education schools.

- 102 UPRAVLENIE DETSKIH DOMOV MINISTERSTVA PROSVESCHENIJA RSFSR. CENTRAL'NYJ NAUČNO-METODIČESKIJ KABINET DETSKIH DOMOV (Department of Children's Homes of the Ministry of Education of the RSFSR. Central Office). *Planirovanie i učet raboty detskogo doma* (Planning and assessment of the work of children's homes. Guide on methods). Moskva, Učpedgiz, 1957. 76 p.

Contains two articles: Organizing, planning and assessing the work of children's homes, p. 3-48, by M. K. Val'kov; and Planning and assessment of the work of the teacher (infant-school age-groups), p. 49-76, by L. N. Panferova.

- 103 ŽIRNOV, Vasilij Efimovič. *Voprosy planirovanija kul'turnogo stroitel'stva SSSR* (Questions relating to the planning of the cultural development of the U.S.S.R.). Moskva, Gosplanizdat, 1958. 71 p.

Pre-primary establishments, schools, out-of-school institutions, children's homes, special and vocational education, cultural-educational establishments, institutions concerned with art, publishing, science.

[See also 121.]

Finance

- 104 BASOV, Vasilij Ivanovič. *Kontrol' za sostavleniem i ispolneniem smety školy* (Checking the preparation and practical application of school estimates). Moskva, Gosfinanizdat, 1959. 76 p.

Basic principles and methods for checking the preparation, auditing and practical application of school budget estimates. There is an appendix containing model estimates for the expenditure of a secondary school for 1959.

- 105 POTEHIN, L., et al. *Planirovanie rashodov na sodержanie učreždenij prosvещения i zdravoohraneniya* (Planning the cost of the upkeep of educational and public health establishments). Moskva, Gosfinanizdat, 1955. 216 p.

Planning the financial outlay on education—secondary schools, schools for young workers and rural youth, boarding schools, kindergartens, children's homes, out-of-school institutions, methodological work, cultural and educational establishments, 'tekhnikums', special secondary correspondence schools, secondary agricultural schools, p. 25-159.

[See also 495, 496.]

Structure and organization

The main foundations of the public education system in the U.S.S.R. were laid shortly after the October Revolution with the adoption by the All Russian

Central Executive Committee on 16 October 1918 of the regulations concerning the unified labour school of the R.S.F.S.R. [42], laying down truly democratic principles for public education and establishing unified labour schools with a nine-year education programme (age 8 to 17) for all sections of the population.

In line with the country's economic and cultural advance, the public education system has also developed and improved, undergoing various changes in the course of time: in the types and structure of schools, in the length of the course of instruction and in the concrete forms assumed by the chain of relationship and sequence linking general, polytechnical and vocational education. The year 1921 marked the beginning of the extensive development of seven-year schools side by side with nine-year schools. Between 1923 and 1934, a network of young peasants' schools came into being in rural areas, while in the towns the seven-year factory and workshop schools began to develop after 1925. The period 1919-40 was characterized by a special type of school known as *rabfak* (workers' faculty), where workers received a general secondary education.

But whatever types of schools arose or disappeared, the basic principles underlying the Soviet system of educating the rising generation remained at every stage of the development of Soviet society. They were: the democratic nature of the school at every level; the linking of all schools to the tasks of socialist construction; the State character of the public education system, precluding private schools; the uncompromisingly secular nature of schools at all levels; full equality of educational rights of all the peoples of the U.S.S.R.; instruction in the native languages of those peoples; the full equality of men and women as regards education; the unification and dovetailing of the various educational establishments.

Up to the time of the reorganization of the public education system (1958-59), the school structure in the U.S.S.R. was as follows:

1. Pre-primary educational establishments; kindergartens and summer outdoor centres providing for the social education of children aged 3 to 7.
2. General schools, providing general and polytechnical education for children aged 7 to 17; primary schools (7-10), seven-year schools (7-13), secondary schools (7-17); special schools for blind, deaf and dumb or mentally backward children.
3. Seven-year and secondary schools for young industrial and agricultural workers.

4. Out-of-school establishments for children: clubs, pioneer homes and palaces, children's technical and other centres, etc.
5. Vocational schools for training skilled or semi-professional workers. For details on the vocational-technical schools and technicums, see the *World survey of education: III—Secondary education*, p. 1136-7 [International sources 8].
6. Higher educational establishments offering five- to six-year courses. These include universities providing professional and teacher training in the various branches of science; academies (agricultural, veterinary, etc.); and institutes providing professional training for the various fields of national economy and cultural life.

In addition, in accordance with the decision of the Twentieth Congress of the Communist Party, an extensive network of educational establishments of a new type—boarding schools—is now being instituted. These schools are designed to solve on a higher level the problem of producing future builders of the new society with a well rounded education.

Optimum conditions are provided in these schools for the satisfactory imparting of general and poly-technical secondary education, linking schooling and work, building fine characters and ensuring the proper physical and moral development of the children.

Children are enrolled in these schools at the wish of their parents. Priority is given to orphans, children of unwedded mothers or of large families, and children for whose education the necessary conditions are lacking at home. The State bears the entire cost of maintaining at the schools orphans and children whose parents have low incomes. By 1965 these schools will be caring for about two-and-a-half million children.

The law adopted by the Supreme Soviet of the U.S.S.R. on 24 December 1958 concerning the consolidation of links between school and life and the further development of the public education system [79] imposed on Soviet schools the task of producing educated people familiar with the principles of science and at the same time capable of regular physical labour, as well as instilling in young people the desire to serve society and to participate actively in the production of the values it needs. The standards of secondary education were to be substantially raised, thanks mainly to a great expansion of the network of schools for young people employed in the national economy.

In accordance with the law, a universal and compulsory eight-year course of education has been

introduced in place of the seven-year course. The eight-year school is described in *World survey of education: III—Secondary education*, p. 1134-5 [International sources 8].

As to higher education, the further development and perfecting of the system is designed to ensure an improvement in the practical and theoretical training of specialists, who are to be trained on the basis of a combination of instruction with socially useful labour in concrete forms corresponding to the type of establishment and composition of the student body. Students will be able to enter higher educational establishments either immediately on completing secondary school or in the following year, after working in various institutions or in agriculture. Acceptance at these establishments will be subject to the recommendation of the pedagogical councils of schools and of Party, trade union, Young Communist and other social organizations, undertakings and collective farms, with the applicants competing for selection as the most deserving, capable and qualified persons who have distinguished themselves on the job. Applicants who have served a period of practical work are given priority. There has been a general improvement and expansion, meanwhile, in advanced evening and correspondence courses. Instruction in most technical high schools must now be combined with productive work.

The reorganization of the public education system, which began with the 1959/60 school year, is due for completion three or four years from now. It is of vital importance for the further material and spiritual progress of Soviet society both in enhancing the role of the Soviet school in educating and training youth, and in ensuring the production of highly skilled workers for all branches of the national economy, science and culture.

Organization of teacher training

The professional training of teachers for Soviet educational establishments is conducted at teacher training schools, pedagogical institutes and universities.

The teacher training schools—of which there were 312 in 1959—are secondary establishments with a four-year course for graduates of eight-year schools and a two-year course for graduates of secondary schools. They train staff for pre-primary establishments and primary schools. There are also music teachers' schools for training teachers to give singing lessons to grades I to IV. Together with training in general subjects, great attention is paid at teacher training schools to the study of pedagogical disciplines and to practice teaching.

The pedagogical institutes—of which there were 222 in 1958—provide a five-year course for secondary school graduates. They train teachers for grades V to VIII at eight-year schools and for grades IX to XI at secondary schools. It is now planned to train teachers with higher education for primary school work (grades I to IV); for this purpose, the network of primary school faculties at pedagogical institutes is being expanded.

A considerable proportion of university graduates are directed to work as teachers at secondary schools. The university curricula accordingly make provision for instructing students in pedagogical disciplines and in practice teaching. Three cycles of subjects are given at the institutes—social and economic, pedagogical, and specialized. Practice teaching occupies a considerable place in the training programme.

Teacher training by correspondence has also developed considerably. Many of the teacher training schools, pedagogical institutes and universities have faculties and departments for correspondence courses which direct the independent work of students and run regular sessions—synoptic lectures, practical work, holding of tests and examinations.

Systematic efforts are made by public education bodies in conjunction with the trade unions for developing teachers' skills. The main regular centres conducting this work are the specialized advanced teacher training institutes (IUU) which exist in every union and autonomous Republic and in every region and district. They help teachers in the task of self-education, run courses, seminars, conferences, practical work and excursions and organize exhibitions. Also, they concentrate on studying and popularizing the latest advances in teaching experience and incorporating them in general school practice. In the towns and regional centres, there are teachers' co-operation services (*pedagogičeskie kabinety*) which work systematically with the teachers and help them develop their skills. Moreover, the teachers and professors at the teacher training schools, pedagogical institutes and universities participate actively both in their work and in that of the IUU.

Following are references:

- 106 ABRAMJAN, A. A. *Dostiženija narodnogo obrazovanija v Sovetskoj Armenii* (Achievements of public education in Soviet Armenia). Erevan, Ajpetrat, 1959. 170 p.
- 107 AFANAS'EV, A. M.; DUMENKO, M. F. *Uspehi narodnogo obrazovanija v Uzbekskoj SSR za 30 let* (Achievements of public education in the Uzbek S.S.R. in

30 years). Taškent, Učpedgiz UzSSR, 1954. 31 p. In Uzbek.

- 108 AKADEMIJA NAUK UZBEKSKOJ SOVETSKOJ SOCIALISTIČESKOJ RESPUBLIKI. INSTITUT ĖKONOMIKI (Academy of Sciences of the Uzbek S.S.R. Institute of Economics). *Razvitie ėkonomiki i kul'tury Sovetskogo Uzbekistana* (Development of the economy and culture of Soviet Uzbekistan). Taškent, Izd-vo Akad. nauk UzSSR, 1957. 336 p.

Contains a large quantity of factual and statistical material relating to the development of the socialist industry, agriculture and culture of the Uzbek people during the years of the Soviet regime.

- 109 ALEKSANDROVA, Ljudmila Ivanovna. *Režim grupp prodlenogo dnja v obščeeobrazovatel'noj škole* (System of groups using a longer day in general education schools). Moskva, Izd-vo APN RSFSR, 1959. 39 p.

Hygienic requirements to be met in the organization of the teaching time-table of groups working a longer day at school, the organization of children's hours of sleep and leisure, open air walks and games, and suitable diet.

- 110 AMANTA'EV, Ž. *Razvitie vyššego obrazovanija i nauki v Kazahstane. K 40-letiju Velikoj Oktjabr'skoj socialističeskoj revoljucii* (The development of higher education and science in Kazakhstan. For the fortieth anniversary of the Great October Socialist Revolution). Alma-Ata, Kazučpedgiz, 1957. 75 p. In Kazakh.

- 111 APLATOV, N. I., et al. *Škola-internat, voprosy organizacii i opyt vospitatel'noj raboty* (Boarding schools—questions of organization, and experience of educational work in these schools). Moskva, Učpedgiz, 1958. 224 p.

An attempt to summarize the results achieved in organizing and teaching work, and more particularly in training work, in the first boarding schools, based on first hand observations made in Moscow, Chelyabinsk and the Chelyabinsk region, supported by documentary and other materials. There is an appendix 'Regulations regarding boarding schools' (approved 13 April 1957).

- 112 APRAKSINA, Ol'ga Aleksandrovna. *Očerki po istorii hudožestvennogo vospitanija v sovetskoj škole* (Notes on the history of training in art appreciation in Soviet schools). Moskva, Izd-vo APN RSFSR, 1956. 224 p.

Training in art appreciation through the teaching of the plastic arts, music and drama.

- 113 ATUTOV, Petr Rodionovič. *Učebno-vospitatel'naja rabota v svjazi s trudom učaščihšja na predpriyatii* (Educational work in connexion with pupils' work in production). Moskva, Izd-vo APN RSFSR, 1959. 111 p.

Work as a source of knowledge. Pupils' knowledge and their work. The content of instruction in the fundamentals of science and ways of connecting it with the pupils' work. Productive work and education. Bibliography (17 titles in Russian) p. 109-10.

- 114 BABILODZE, Gr. A. *Narodnoe prosveščenie v Adžarskoj ASSR* (Public education in the Adzhara ASSR) 1921-1957. Batumi, Gosizdat Adžar. ASSR, 1958. 293 p. In Georgian.
- 115 BERDYEV, T. *Razvitie narodnogo obrazovanija v Turkmenskoy SSR za gody Sovetskoy vlasti* (The development of public education in the Turkmen S.S.R. during the years of the Soviet régime). Ašhabad, 1956. 26 p. In Turkmen.
- 116 BLINČEVSKIJ, Filipp L'vovič; ZELENKO, Genrih Iosifovič. *Professional'no-tehničeskoe obrazovanie rabočih v SSSR* (Vocational-technical education of workers in the U.S.S.R.). Moskva, Trudrezervizdat, 1957. 160 p.
The history of vocational-technical education in the U.S.S.R. from the earliest days of the Soviet régime. Considerable space is devoted to a description of the system of training State labour reserves.
- 117 BONDAR', A. D. *Organizacija vnutriškolo'nogo kontrolja* (The organization of discipline inside schools). Kiev, Rad. škola, 1958. 126 p. In Ukrainian.
- 118 ČERKAŠIN, L. V. *Vseobščee obučenie v Ukrainskoj SSR* (Universal education in the Ukrainian S.S.R.) 1917-1957. Kiev, Rad. škola, 1958. 64 p. In Ukrainian.
- 119 DEJNEKO, Mihail Mihajlovič. *40 let narodnogo obrazovanija v SSSR* (Forty years of public education in the U.S.S.R.), ed. by M. F. Šabaeva. Moskva, Učpedgiz, 1957. 276 p.
Describes the continuous advance and outstanding achievements registered in all sectors of public education in the U.S.S.R. as the fruit of the victory of the October Revolution. Comparative data are given in respect of pre-Revolutionary Russia, together with data charting the further development of public education in accordance with State plans.
- 120 FILIPPOV, O. M. *Razvitie sovetskoy školy v USSR v period pervoj poslevoennoj pjatiletki* (The development of Soviet schools in the Ukrainian S.S.R. during the first post-war five-year plan). Kiev, Rad. škola, 1957. 149 p. In Ukrainian.
- 121 GLAVNOE UPRAVLENIE ŠKOL MINISTERSTVA PROSVEŠČENIA RSFSR (Central School Board of the RSFSR Ministry of Education). *Planirovanie učebnogo materiala v školah sel'skoj molodeži* (Planning the teaching programme in schools for rural youth). Moskva, Učpedgiz, 1959. 32 p.
Russian language, literary anthologies and study of literature mathematics, history, geography, biology, physics, astronomy chemistry, mechanical drawing, German.
- 122 GONČAROV, Nikolaj Kirillovič. *Perestrojka sovetskoy školy* (The reorganization of Soviet schools). Moskva, Znanie, 1959. 45 p. (Vsesojuznoe o-vo po rasprostraneniu polit. i naučn. znanij. Series 2, no. 35).
Pamphlet by the Vice-President of the R.S.F.S.R. Academy of Pedagogical Sciences. Discusses the current reorganization of Soviet schools; describes the tasks and content of education at the eight-year schools, polytechnical secondary schools with production training, and schools for young workers in industry and agriculture.
- 123 GOROHOV, V. M.; ROŽDESTVENSKIJ, B. P. *Razvitie narodnogo obrazovanija v Tatarskoj ASSR*. Odobreno bjuro sekcii pedagogičeskikh nauk (The development of public education in the Tatar A.S.S.R.—approved by the Bureau of the Department of Pedagogical Sciences). Kazan', 1959. 80 p.
- 124 GRICENKO, M. S. *Razvitie sovetskoy školy na Ukraine* (The development of Soviet schools in the Ukraine). Kiev, Rad. škola, 1958. 71 p. In Ukrainian.
- 125 GRIŠČENKO, M. M. *Narodnoe prosveščenie v zapadnykh oblastjah Ukrainskoj SSR* (Public education in the western regions of the Ukrainian S.S.R.). Kiev, Rad. škola, 1960. 142 p. In Ukrainian.
- 126 GRIŠČENKO, N. M. *Razvitie narodnogo obrazovanija na Ukraine za gody Sovetskoy vlasti* (The development of public education in the Ukraine during the years of the Soviet régime) 1917-1957. Kiev, 1957. 44 p. In Ukrainian.
- 127 GUTJANSKIJ, S. K. *Osuščestvlenie leninskih principov narodnogo obrazovanija na Ukraine* (The implementation of the Leninist principles of public education in the Ukraine). Kiev, Izd-vo Akad. nauk USSR, 1960. 108 p. In Ukrainian.
- 128 ILJUŠIN, I. M.; UPREJKO, S. A. *Narodnoe obrazovanie v Belorusskoj SSR* (Public education in the Byelorussian S.S.R.). Minsk, Učpedgiz BSSR, 1957. 358 p. In Byelorussian.
- 129 IVANOVAIČ, K. A. *Sel'skohochozjajstvennoe obrazovanie v SSSR* (Agricultural education in the U.S.S.R.). Moskva, Sov. nauka, 1958. 240 p. Bibliography: p. 235-9.
- 130 IZMAJLOV, A. Z. *Očerki po istorii sovetskoy školy v Kirgizii za 40 let* (Notes on the history of Soviet schools in Kirghizia during the 40-year period) 1917-1957. Frunze, Kirgizučpedgiz, 1957. 283 p.

- 131 KADYROV, Iindžan. *Uspehi narodnogo obrazovanija v Uzbekskoj SSR* (Achievements in the field of public education in the Uzbek S.S.R.). Taškent, Gosizdat, UzSSR, 1959. 69 p. In Uzbek.
Published also in Russian: Taškent, Gosizdat, UzSSR, 1959. 71 p.
- 132 —. *Uspehi narodnogo obrazovanija v Uzbekskoj SSR za 40 let* (Achievements in the field of public education in the Uzbek S.S.R. in the past 40 years). Taškent, Učpedgiz, UzSSR, 1957. 129 p.
This work was published also in Uzbek in 1957 (144 p.) with a survey of pre-revolutionary schools in Turkestan.
- 133 KAIROV, I. A., ed. *Sovetskaja škola na sovremennom etape* (The Soviet school at the present time). Moskva, Izdatel'stvo APN RSFSR, 1961. 288 p.
Deals with the reorganization of public instruction in the U.S.S.R.
- 134 KARČAVA, A. K. *Rabota klassnogo rukovoditelja* (The work of class leaders). Suhumi, Abgiz, 1957. 173 p. In Georgian.
- 135 MEDVEDEV, Roj Aleksandrovič. *Professional'noe obučenie škol'nikov na promyšlennom predpriyatii. Nekotorye vyvody iz opyta raboty eksperim. škol v RSFSR* (Vocational training of schoolchildren in industrial enterprises. Some conclusions based on experience of the work of experimental schools in the R.S.F.S.R.). Moskva, Učpedgiz, 1960. 119 p. (Vseross. s'ezd učitelej, 1960).
Deals with the problem of specialized production training for senior pupils attending urban labour polytechnical schools which provide this training. Based on the author's first hand observations in experimental schools in the R.S.F.S.R.
- 136 MEDYNSKIJ, Evgenij Nikolaevič. *Prosveščenie v SSSR* (Education in the U.S.S.R.). Moskva, Učpedgiz, 1955. 239 p.
Contains a large amount of factual material, including official statistics, illustrating the principal achievements of the Soviet Union in respect of the education of all the peoples of the country—school education, cultural-educational work, the press, the theatre and the cinema.
- 137 MEHTI-ZADE, Mehti Mamed oğly. *Naši uspehi v oblasti škol'nogo stroitel'stva* (Our successes in the realm of school building). Baku, 1957. 48 p. (O-vo po rasprostranjeniju polit. i naučn. znanij Azerbajdž. SSR. Series 2, no. 4). In Azerbaijani.
Concerns school building in the Azerbaijan Republic.
- 138 —. *Očerki po istorii sovetskoj školy v Azerbajdžane s 1920 po 1955 g.g.* (Notes on the history of Soviet schools in Azerbaijan from 1920 to 1955). Baku, 1959. 328 p. In Azerbaijani.
Includes also information on the initial period of Soviet schools in Azerbaijan—from October 1917 to June 1918.
- 139 MEŽVUZOVSKAJA NAUČNO-METODIČESKAJA KONFERENCIJA (Inter-University Conference on Scientific Methodology). *Trudy* (Proceedings). *O perestrojke vyššego pedagogičeskogo obrazovanija* (The reform of higher teacher training establishments), ed. by P. N. Šimbirev, et al. Moskva, Moskovskij Oblastnoj Pedagogičeskij Institut, 1959. 135 p.
A collection of papers read at the Inter-University Conference on Scientific Methodology, which endorsed their main statements. The conference organized by the Krupskaja Moscow District Pedagogical Institute was attended by representatives of many of the higher teacher training establishments of the R.S.F.S.R.
- 140 MIKEL'SON, R. M. *Politehničeskoe obučenie i podgotovka učaščihša k praktičeskoj dejatel'nosti v školah Latvijskoj SSR* (Polytechnical education and training of pupils for practical work in the schools of the Latvian S.S.R.). Riga, Latgosizdat, 1958. 40 p. Bibliography: p. 36-7. In Latvian.
- 141 —. *Školy Sovetskoy Latvii za 20 let* (The schools of Soviet Latvia during the past 20 years). Riga, Latgosizdat, 1960. 149 p. In Latvian.
- 142 MINISTERSTVO PROSVEŠČENIJA RSFSR. *Narodnoe obrazovanie v Sovetskom Sojuze 1959-1960* (Public education in the U.S.S.R. 1959-60). Moskva, 1960. 48 p.
One of the reports for the annual International Conference on Public Education—in this case for the Twenty-third Conference, held in 1960. Parallel texts in Russian, English and French.
- 143 MIZERNICKIJ, B. N., et al. *Učebno-vospitatel'naja rabota v vos'miletnej škole* (Educational work in eight-year schools), ed. by A. D. Bondar', et al. Kiev, Rad. škola, 1960. 292 p. In Ukrainian.
- 144 *Nacional'nye školy RSFSR za 40 let, sbornik statej.* (National schools of the R.S.F.S.R. for 40 years. Collection of articles), ed. by F. F. Sovetkin, comp. by F. F. Sovetkin and N. V. Taldin. Moskva, Izdatel'stvo APN RSFSR, 1958. 302 p.
A collection of articles by scientific workers directly participating in the construction of Soviet schools, who describe how Leninist national policy was carried into effect in the field of education and the development of national schools, with instruction in the mother tongue, and how written languages were created for individual peoples in the Caucasus, Siberia and the North. Gives an account also of the reform of the alphabet in various national languages and the production of textbooks and teaching materials in the national languages of instruction. Some of the articles make use of archive documents.
- 145 *Narodnoe obrazovanie v SSSR* (Public education in the U.S.S.R.), comp. by M. N. Kolmakov and N. P. Suvorov, ed. by I. A. Kairov, et al. Moskva, Izdatel'stvo APN RSFSR, 1957. 782 p.

This collective work by leading public education workers in the Union Republics and by scientific workers sums up the main results achieved in developing public education in the U.S.S.R. during the 40 years since the October Revolution. It contains reference material, in particular, on the development of general schools, semi-professional and secondary education and on the progress of cultural educational work.

- 146 *Narodnoe obrazovanie v Uzbekskoj SSR za 30 let (1924-1954) (Sbornik statej)* (Public education in the Uzbek S.S.R. over the 30-year period 1924-54. Collection of articles), ed. by I. K. Kadyrov. Taškent, Učpedgiz UzSSR, 1954. 136 p. In Uzbek. Published also in Russian: Taškent, Učpedgiz UzSSR, 1954. 128 p.

- 147 *Narodnoe prosvetščenie v Kazahskoj SSR (Sbornik). K sorokaletiju Velikoj Oktjabr'skoj soc. revolucii* (Public education in the Kazakh S.S.R., collection. For the 40th anniversary of the Great October Socialist Revolution), ed. by A. Š. Šapirova. Alma-Ata, Kazučpedgiz, 1957. 111 p.

Short notes and reference material. Compiled by A. S. Satdykov, S. N. Giričev, V. P. Toščevikov and edited by the Deputy-Minister of Education of the Kazakh S.S.R.

- 148 NOSKOV, Ju. I., comp. *Vserossijskie spartakiady škol'nikov* (All-Union schoolchildren's sports contests) 1954-1958. Moskva, Učpedgiz, 1959. 215 p.

- 149 *Novaja sistema narodnogo obrazovanija v SSSR. Sbornik dokumentov i statej* (The new system of public education in the U.S.S.R. Collection of documents and articles), ed. by N. K. Gončarov and F. F. Korolev. Moskva, Izdatel'stvo APN RSFSR, 1960. 603 p.

The majority of the documents in this collection are articles from the periodical *Sovetskaja pedagogika*, 1958-59, most of them revised by the authors. Also included are Party and Government documents defining the main tasks and policy of the school reform, as well as data on textbooks for teachers and all education workers taking part in the work of reforming the public school system.

- 150 *Obrazovanie vzroslyh v SSSR* (Adult education in the U.S.S.R.). Moskva, 1960. 88 p. (Text in Russian, English and French).

- 151 *Politehničeskoe obrazovanie v školah Ukrainskoj SSR. Sbornik statej* (Polytechnical education in the schools of the Ukrainian S.S.R. Collection of articles). No. 1, comp. by O. R. Mazurkevič and K. F. Prisjažnjun. Kiev, Rad. škola, 1956. 392 p. In Ukrainian.

- 152 *Politehničeskoe obučenje v školah BSSR (sbornik statej)* (Polytechnical education in the schools of the Byelorussian S.S.R. Collection of articles), ed. by G. N. Gacko. Minsk, Učpedgiz BSSR, 1957. 95 p.

Reports by secondary school teachers and headmasters, read at 'pedagogical readings' in 1955: links between education and pupils' socially useful work in industry and agriculture, out-of-school work in clubs, etc.

- 153 *Povyšenie kvalifikacii učitelej k 40-letiju Velikogo Oktjabrja. Sbornik statej* (Improving teachers' qualifications for the fortieth anniversary of the Great October Revolution. Collection of articles), ed. by A. N. Malyševa, et al. Moskva, Izd-vo APN RSFSR, 1958. 298 p.

- 154 *Problemy istorii prosvetščennja i školy na Ukraine* (Questions of the history of education and schools in the Ukraine). Kiev, Rad. škola, 1958. 260 p. (Učenne zapiski Naučno-issled. in-ta pedagogiki USSR, Vol. 7, serija pedagogiki). In Ukrainian.

- 155 *Problemy načal'nogo obrazovanija na Ukraine. Materialy respublikanskih čtenij, posvjaščennyh 40-letiju Velikoj Oktjabr'skoj soc. revolucii* (Problems of primary education in the Ukraine. Documents pertaining to readings held in the Republic on the occasion of the fortieth anniversary of the Great October Socialist Revolution), ed. by V. I. Pomagajba. Kiev, Rad. škola, 1958. 164 p. In Ukrainian.

- 156 PROKOPENKO, G. *Razvitie obščeeobrazovatel'noj školy Ukrainskoj SSR za sorok let Sovetskoy vlasti* (The development of general education schools in the Ukrainian S.S.R. during the 40 years of Soviet power). Kiev, 1958. 37 p.

- 157 PULATOV, Hajdar. *Kul'turno-vospitatel'naja dejatel'nost' Sovetskogo gosudarstva v Uzbekistane* (The cultural and educational work of the Soviet State in Uzbekistan). Taškent, Gosizdat UzSSR, 1959. 142 p.

Period of the struggle for laying the foundation of socialism. The creation and development of Uzbek as a new written language; the eradication of illiteracy; the emancipation of women and their enlistment in the work of building socialism; the development of public education, science, literature and art (in the period from the victory of the October Revolution to the liquidation of the exploiting classes). Bibliography, p. 137-41.

- 158 *Razvitie narodnogo obrazovanija i pedagogičeskoj nauki v Ukrainskoj SSR, 1917-1957. Sbornik statej* (The development of public education and pedagogical science in the Ukrainian S.S.R., 1917-57. Collection of articles), ed. by M. M. Griščenko, et al. Kiev, Rad. škola, 1957. 448 p. (M-vo prosv. Ukr. SSR. Naučno-issled. in-t pedagogiki. Naučn. zapiski. Vol. 6. Serija pedagogičeskaja). In Ukrainian.

- 159 ŠČUKIN, Sergej Vasil'evič. *Obščestvenno-poleznyi trud učaščijsja v sel'skom hozjajstve* (Socially useful work of schoolchildren in agriculture), ed. by V. Z. Smirnov. Moskva, Izd-vo APN RSFSR, 1957. 256 p.
The training of pupils for work in agricultural production; Komsomol and youth brigades, school brigades and groups, Komsomol and youth camps, school machine-tractor stations; questions of teachers' guidance; calculation and payment of pupils' labour. Bibliography (26 titles in Russian), p. 254-5.
- 160 SESSIJA AKADEMIIA HUDOŽESTV SSSR. DEVIATAJA SESSIJA, 27-30 dek. 1956 (Session of the U.S.S.R. Academy of Arts. Ninth session, 27-30 December 1956). *Sostojanie i zadači srednego hudožestvennogo obrazovanija v SSSR. Doklad, preniža, postanovlenija i učebnye programmy dlja hudožestvennyh učilišč* (Position and tasks of secondary artistic education in the U.S.S.R. Report, discussions, decisions and teaching programmes for establishments providing artistic education), ed. by M. G. Manizer. Moskva, Iskusstvo, 1959. 212 p.
- 161 ŠIBANOV, Aleksej Aleksandrovič. *Politehničeskoe obučenie v sel'skoj škole* (Polytechnical education in rural schools), 3rd ed., rev. and enl. Moskva, Izd-vo APN RSFSR, 1958. 424 p.
Content and principles of polytechnical education in rural schools, as illustrated in the teaching of botany, zoology and the fundamentals of Darwinism; methods of teaching the fundamentals of agricultural production, and conducting practical lessons regarding plant-growing and stock-raising. 'Literature for teachers' (24 titles, in Russian), p. 423.
- 162 SIMONIA, Mih. *Vneklassnaja i vneškola'naja rabota v svjazi s politehničeskim obučeniem* (Out-of-class and out-of-school work in connexion with polytechnical education). Tbilisi, Izd-vo In-ta, 1955. 132 p. In Georgian.
- 163 SINCOV, Nikolaj Dmitrievič. *Naši učreždenija kul'tury. Sistema kul'turno-prosvetitel'noj raboty v SSSR* (Our cultural institutions. Methods of cultural and educational work in the U.S.S.R.). Moskva, Sovetskaja Rossija, 1957. 112 p.
Describes the basic principles of cultural educational work in the U.S.S.R., the main types of institutions working in this field, the machinery for directing the work and the tasks facing the State organs and social bodies conducting it.
- 164 Škol'nye brigady v kolhozah Stavropol'skogo kraja. *Sbornik statej* (School brigades in the collective farms of the Stavropol territory. Collection of articles), comp. by M. F. Truevceva. Moskva, Učpedgiz, 1957. 150 p.
The authors of these articles are school teachers and directors, organizers and leaders of pupils' brigades, in whose work the pedagogical ideas of A. S. Makarenko have been extensively applied.
- 165 Školovedenie (School administration), no. 1. Taškent, Učpedgiz, UzSSR, 1958. 445 p. In Uzbek.
Contents: General questions of school administration; general training. The administration of schools and the organization of their work; raising the level of teaching qualifications; school buildings and equipment.
- 166 *Srednie special'nye učebnye zavedenija Latvijas SSRS* (The secondary specialized educational establishments of the Latvian S.S.R.). Riga, Latgosizdat, 1960. 72 p. In Latvian.
- 167 *Taškentskij gosudarstvennyj pedagogičeskij institut Nizami* (Nizami State Pedagogical Institute, Taškent). *Obzor* (Survey). Taškent, Gosizdat UzSSR, 1958. In Uzbek.
- 168 *Trud v sisteme politehničeskogo obrazovanija. Sbornik statej* (The place of labour in polytechnical education. Collection of articles), ed. by M. N. Skatkin. Moskva, Izd-vo APN RSFSR, 1956. 328 p.
The significance and role of labour in the general system of polytechnical education; the place of labour in the teaching of the fundamentals of science; the system of labour training in grades I to X; participation of schoolchildren in productive work in agricultural and industrial enterprises. Analysis, general survey and theoretical conclusions based on the experience of advanced schools and teachers and on experimental work in the basic schools of the Institute of Teaching Methods of the Academy of Pedagogical Sciences of the R.S.F.S.R.
- 169 TRUTNEVA, Marija Pavlovna. *Organizacija i metody raboty v školah rabočej molodeži, metodičeskoe posobie* (Work organization and methods in young workers' schools, a handbook on methods), 2nd ed. rev., enl. Moskva, Učpedgiz, 1958. 150 p.
The special aspects of organizational and educational work; methods for the further improvement of the quality of lessons; characteristics of methods of work in young workers' schools.
- 170 *Učebnoe oborudovanie načal'noj školy* (Teaching equipment for primary schools), comp. by N. P. Konobeevskij. Moskva, Učpedgiz, 1959. 218 p. and annotations.
- 171 *Vsenarodnoe obsuždenie voprosa ob ukreplenii svjazi školy s žizn'ju i o dal'nejšem razvitii sistemy narodnogo obrazovanija v strane* (Nation-wide discussion of the question of strengthening the ties of the school with life, and further developing the system of public education in the country). Moskva, Pravda, 1958. 288 p.
This material appeared in *Pravda* from 16 November to 15 December 1958.
- 172 VSESOJUZNOE SOVEŠČANIE PO ŠKOLAM-INTERNATAM, 19-23 aprelja 1957 g. (All-Union Conference on Boarding Schools, 19-23 April 1957), *Stenografičeskij otčet* (Verbatim record), ed. by N. D. Kaz'min. Moskva, Učpedgiz, 1958. 150 p.

Record of material concerning the establishment and development of the first boarding schools. Gives an idea of the difficulties which were overcome in organizing them and of the experience these schools acquired during their first years of operation.

- 173 *Vyssšie učebnye zavedenija Kazahstana. Sbornik statej* (Higher educational establishments of Kazakhstan. Collection of articles). Alma-Ata, Kazgosizdat, 1957. 136 p.

Includes a general survey of the teacher training system in Kazakhstan, as well as articles on the Alma-Ata and Uralsk teacher training institutes.

- 174 *Vyssšie učebnye zavedenija Latvijas SSR* (The higher educational establishments of the Latvian S.S.R.). Riga, Latgosizdat, 1960. 108 p. In Latvian.

- 175 ZAVULUNOV, R. *Razvitie kul'tury v Tadzhikistane v poslevoennyj period* (The development of culture in Tadzhikistan in the post-war period). Dušanbe, Tadzhikgosizdat, 1956. 66 p. In Tadzhik.

- 176 ZPJADULAEV, S. K. *Sovetskij Uzbekistan v semiletke* (Soviet Uzbekistan in the seven-year plan). Taškent, Gosizdat, UzSSR, 1959. 104 p. In Uzbek.

Prospects for the economic development and the development of culture and public education in the Uzbek Republic during the period 1959-65.

Methods of teaching individual school subjects will be found in the section on 'Educational studies and research', below [296-386].

Educational studies and research

The development of pedagogical science and its various branches (theory and history of pedagogics, psychology, particular methods, special education, physical education, school hygiene and theory and method of aesthetic training) is regarded as a matter of high importance in the Soviet Union.

The content and methods of intellectual, moral, labour, aesthetic and physical training and general, polytechnical and vocational education are studied and worked out in the light of the basic objective of Communist education—the training of men and women on all-round lines as active and conscious constructors and members of the new society. Soviet pedagogics regard the combination of instruction and socially useful and productive labour as the main means of fulfilling the educational tasks of schools.

In considering the content, organizational forms and methods of instruction, it concentrates on elucidating the principles governing the acquisition of knowledge, skills and habits of schoolchildren in

different age groups, the mastering of the elements of science and production, the investigation of the way in which a scientific materialist world outlook takes shape in the child mind, and the formation of the personalities of children and young people in the process of instruction and labour activity. The inculcation of knowledge, skills and habits in school-children are considered to be a means of developing their perceptiveness and abilities, creative initiative and independence in solving instructional and practical tasks.

Great weight is attached to the solution of problems of polytechnical education, with its task of familiarizing children with the scientific principles of modern production and equipping them with skills and the capability and habit of handling the most common instruments of work.

In the particular field of moral education, theories, methods and guiding principles are worked out. The main principles governing moral education in Soviet schools are purposefulness, strict requirements of the pupils combined with respect for them—reliance on the positive factors in the personality and behaviour of children and young people, education as a group and through the group, and education through work. Among the methods used are those of persuading and accustoming the children to observe moral standards and rules, and organizing a high standard of general behaviour.

In aesthetic training the basic tasks are the development of aesthetic needs and the ability to appreciate what is beautiful in art, nature and the phenomena of social life; the development of aesthetic feelings and tastes; and the inculcation of knowledge and habits essential for creative activity in the various fields of art.

As to physical education, it is regarded as one of the main aspects of the general system of formation of the personality. In combination with intellectual labour, moral and aesthetic training and general and polytechnical education, it ensures the all-round development of the rising generation. Its main aspects are the various types of gymnastics, sports, games, walks, visits and tourist excursions.

An important branch of pedagogical science is psychology, whose task is to discover the principles governing the emergence, development and functioning of psychological activity and the formation of psychological values and personality states as an essential condition for successfully directing the development of human consciousness and purposefully adapting the psychological characteristics of the individual to the needs of society.

Soviet psychology deals with a wide range of problems: the nature of mental activity, its structure, the unity and multiplicity of its various forms (sensations, perceptions, conceptions, thought, feeling, etc.). The solution of these problems is closely linked with the solutions of questions of the individual's psychology, his personal psychological qualities, intellectual, emotional and volitional characteristics, his requirements, interests, views, habits, practices, tastes, inclinations, abilities, temperament and character. Psychology also studies the concrete forms of human activity (productive, artistic, athletic, etc.).

Particular emphasis is laid on the psychological study of instructional activity (the process of imparting to the pupils, under the teacher's guidance, a knowledge of reading, writing, spelling, grammar, and skills in all general subjects) and of labour related to that instruction.

Soviet psychological science studies the principles of mental activity on the basis of the theory of reflection, based on the teachings of Sechenov and Pavlov on the reflex action of the brain and on other achievements of modern science resulting from experimental psychological research.

Meanwhile, Soviet scientists engaged in special education study the conditions for successful instruction of children suffering from various mental or physical defects—instruction of the mentally retarded, the deaf and the blind.

The bodies engaging in scientific research work in pedagogical sciences are the R.S.F.S.R. Academy of Pedagogical Sciences, the scientific research institutes for pedagogical science in the Union Republics, the faculties of pedagogics, psychology and teaching methods of pedagogical institutes and universities, and the institutes for advanced teacher training (IUU).

The direction and co-ordination of all scientific work in the field of education is the responsibility of the Academy of Pedagogical Sciences:

177 AKADEMJA PEDAGOGIČESKIH NAUK RSFSR (APN)
Bol'shaja poljanka, 58, Moskva.

This academy, the leading establishment grouping the foremost specialists in the field, was set up in October 1943 by decision of the Soviet Government. It comes under the R.S.F.S.R. Ministry of Education and in 1960 had 30 full members and 67 corresponding members.

Under its statutes, the APN is required to promote the development of public education in the Soviet Union and the propagation of pedagogical knowledge among the public; make a scientific study of questions of pedagogics, special pedagogics, pre-primary peda-

gogics, the history of pedagogics, psychology, school hygiene, methods of teaching and school disciplines in general schools and teacher training schools; assist in the planning and the development of scientific research work in the pedagogical sciences; and train scientific staff versed in the pedagogical sciences for higher educational establishments and scientific institutes.

In pursuance of its tasks, the APN does research on basic problems relating to the education of children and young people and on major questions concerning the organization and development of public education. It draws general conclusions from the experience of the Soviet Union's best teachers and foremost schools and studies the achievements of other countries in its field. The APN gives scientific assistance to pedagogical and psychological research units and laboratories and to the pedagogical faculties of universities and pedagogical institutes; makes scientific appraisals and carries out special tasks for the Government and Ministry of Education of the R.S.F.S.R. in tackling basic problems of public education; prepares textbooks and manuals on pedagogics and assists in the preparation of school textbooks and manuals.

The APN organizes branches, scientific research institutes, laboratories, museums and exhibitions, sends missions to study questions of public education, convenes conferences, sessions and congresses on pedagogical questions, publishes the works of its full and corresponding members and scientific staff as well as selected works of other specialists in pedagogical sciences or public education, publishes its research results in its bulletin (*Izvestija APN RSFSR*) and papers (*Doklady APN RSFSR*) and issues the following periodicals: *Sovetskaja pedagogika*, *Voprosy psichologii*, *Sem'ja i škola* and *Russkij jazyk v nacional'noj škole*.

For the address of the academy's publishing house, see the section on 'Textbooks and instructional materials', below.

Candidates for full membership in the APN or for associate membership as corresponding members must be nominated and recommended by scientific institutions, higher educational establishments, social organizations, or individual scientists or groups of scientists. They are elected by the General Assembly of the academy by secret ballot.

The academy's institutes assess the academic level of candidates for doctor's degrees in pedagogics on the basis of their works on pedagogical sciences, and submit their decisions to the Higher Certification Board (VAK) for confirmation.

The main bodies responsible for the academy's scientific research work are its research institutes. They are:

Naučno-issledovatel'skij Institut Teorii i Istorii Pedagogiki (Research Institute for the Theory and History of Pedagogics).

Naučno-issledovatel'skij Institut Psihologii (Research Institute of Psychology).

Naučno-issledovatel'skij Institut Obščego i Politehničeskogo Obrazovanija (Research Institute for General and Polytechnical Education).

Naučno-issledovatel'skij Institut Proizvodstvennogo Obučeniya (Research Institute for Production Training).

Naučno-issledovatel'skij Institut Nacional'nih Škol (Research Institute for National Schools).

Naučno-issledovatel'skij Institut Fizičeskogo Vospitaniya i Škol'noj Gigieny (Research Institute of Physical Training and School Hygiene).

Naučno-issledovatel'skij Institut Hudožestvennogo Vospitaniya (Research Institute for Art Education).

Naučno-issledovatel'skij Institut Defektologii (Research Institute for Special Education).

Leningradskij Naučno-issledovatel'skij Institut Večernih (Smennyh) Škol (Leningrad Institute for Evening (Shift) Schools).

The academy has also a number of auxiliary establishments: Biblioteku po narodnomu Obrazovaniju im. K. D. Ušinskogo (The K. D. Ušinskij Library for Public Education); Naučnyj Archiv (The Research Archives); Muzej po narodnomu Obrazovaniju v Leningrade (The National Education Museum in Leningrad); Muzej Igruški (The Toy Museum—in the town of Zagorsk, Moscow district); a special children's home (Bykovo Settlement, Moscow district); experimental secondary schools in Moscow (schools nos. 63, 204, 315); in Leningrad (no. 157); in Leninskie Gorki, Moscow district (the Lenin Memorial School); pilot-school no. 1 in Moscow, etc.; Izdatel'stvo APN RSFSR (the academy's publishing house).

The academy co-ordinates its work with the research work of the faculties of pedagogics and psychology of pedagogical institutes, which it helps in specific lines of research, in selecting scientific problems for study, and so on. Its relations and collaboration with the teaching profession take many forms: sessions, discussions, conferences, study missions, exhibitions, seminars, the formation of study groups for compiling monographs on school work, 'pedagogical readings', etc. Practising teachers participate in the work of the institute's sections and in various scientific conferences.

The institute's most public form of activity is the 'pedagogical reading', in which the exchange of the pioneer experience of teachers is effectively combined with their inclusion in the activities of APN institutions on the basis of the joint study, general formulation and application of that experience. At the primary stages, at the levels of the regions, municipalities, districts and autonomous Soviet Socialist Republics, the 'pedagogical readings' embrace thousands of teachers, and the best works are then selected for central 'readings', these materials being published.

The academy's supreme organ is the General Assembly of full members. Between general assemblies, the whole of the academy's activities are directed by the Presidium.

In all the other Union Republics (Armenian S.S.R., Azerbaijan S.S.R., Byelorussian S.S.R., Estonian S.S.R., Georgian S.S.R., Kazakh S.S.R., Kirghiz S.S.R., Latvian S.S.R., Lithuanian S.S.R., Moldavian S.S.R., Tadzhik S.S.R., Turkmen S.S.R., Ukrainian S.S.R., Uzbek S.S.R.), there are pedagogical research institutes, while in the Ukraine and Georgia there are also special institutes of psychology.

All these institutes deal both with general questions of educational theory and with concrete questions of educational work with children under the conditions obtaining in the Republic in question (instruction in the mother tongue, study of national literatures, history and geography, etc.).

The material below covers the full range of the study of education: theoretical basis, history of education, methods of teaching individual subjects, special education, organization of research. These subsections are presented here, but it will be noted that several are closely related to previous sections of the chapter. For example, the material immediately below has an obvious bearing on the earlier 'Legislative and policy documentation'. Similarly, methods of teaching individual subjects and special education relate to 'Structure and organization', above.

Theoretical basis

- 178 AKADEMIJA PEDAGOGIČESKIH NAUK RSFSR. SESSIJA POSVJAŠČENNAJA VOPROSAM UČEBNO-VOSPITATEL'NOJ RABOTY ŠKOLY NA RAZNYH STUPENJAH OBUČENIJA, Leningrad, 26-28 marta 1958 g. (Session of the R.S.F.S.R. Academy of Pedagogical Sciences dedicated to questions of educational work in schools at various levels of teaching). [*Materialy*] (Papers), ed. by M. V. Kropačev. Moskva, Izdatel'stvo APN RSFSR, 1958. 143 p.

Participants included pedagogical scientists and practising teachers in Leningrad, Moscow and other cities, and from some of the Union Republics.

- 179 BOLDYREV, Nikolaj Ivanovič. *Očerki po metodike raboty klassnogo rukovoditelja* (Notes on methods of work of class leaders). Moskva, Učpedgiz, 1959. 208 p.

Intended as a guide for young teachers starting their career. The author attaches great significance to the work of the class leader, the organizer and leader of training work in schools, noting that this has not received sufficient attention in existing works on teaching methods. Included is a systematic survey of the main points of the teaching work of class leaders. Bibliography of literature concerning class leaders (38 titles in Russian).

- 180 —, ed. *Organizacija i vospitanie učeničeskogo kolektiva* (The organization and training of school groups — 'collectives'). Moskva, Izdatel'stvo APN RSFSR, 1959. 496 p.

The uniformity of pedagogical requirements, the organization of class groups and methods of working with them, classwork, the relations between the class as a whole and individuals, and other questions which arise in every Soviet school.

- 181 DANILOV, Mihail Aleksandrovič; ESIPOV, Boris Petrovič. *Didaktika* (Didactics). Moskva, Izdatel'stvo APN RSFSR, 1957. 519 p.

In preparing this manual on didactics for schoolmasters and teachers, the authors studied the existing literature on questions of education and instruction as well as unpublished material and research work, but also made use of the results of their personal observations at schools. A bibliography on basic questions of didactics is appended (312 titles, p. 503-16).

- 182 GMURMAN, Viktor Efimovič. *Disciplina v škole* (Discipline in schools). Moskva, Izd. APN RSFSR, 1958. 239 p.

The special features of discipline in Soviet schools, and the principal means of enforcing it. Particular attention to elucidating the role of school and class groups ('collectives'). Bibliography: 117 titles, in Russian, p. 233-8.

- 183 KAIROV, Ivan Andreevič. *Perspektivy razvitiya pedagogičeskoj nauki i koordinacii raboty Akademii i kafedr pedagogiki pedagogičeskikh institutov* (Future prospects for the development of pedagogics and the co-ordination of the work of the academy and departments of pedagogical sciences of pedagogical institutes). Moskva, Izd. APN RSFSR, 1959. 37 p. Manuscript.

- 184 —, et al. *Pedagogika* (Pedagogy). Moskva, Učpedgiz, 1956. 436 p.

The general principles of pedagogics and instruction at general schools. Handbook for pedagogical institutes.

- 185 KARAMJAN, G. G. *Pedagogičeskie uslovija nraštvennogo vospitanija (detej)* (Pedagogical principles of moral education—of children). Erevan, Armučpedgiz, 1958. 220 p. In Armenian.

- 186 KHRUSHCHEV,¹ Nikita Sergeevič. *Na novye podvigi molodež'* (Forward, young people, to new achievements!). Moskva, Molodaja gvardija, 1956. 111 p. Speeches to a youth gathering. General and special education at the local level (p. 35); inculcating respect for labour (p. 63-78); choice of a profession, labour service as a stepping stone to higher education (p. 107-10).

- 187 —. *O dal'nejšem soveršenstvovanii organizacii upravlenija promyšlennost'ju i stroitel'stvom* (Further improvement in the organization of industry and building). Moskva, Gospolitizdat, 1957. 64 p. Speech at the Seventh session of the Supreme Soviet of the U.S.S.R., Fourth Convocation, 7 May 1957. The successes of the U.S.S.R. in cultural development, illustrated by figures (p. 1). Bringing scientific research and educational establishments into closer contact with production (p. 52-3).

- 188 —. *O kontrol'nyh cifrah razvitiya narodnogo hozjajstva SSSR na 1959-1965 gody* (Control figures for the economic development of the U.S.S.R. for 1959-65). Moskva, Gospolitizdat, 1959. 176 p.

Report and concluding speech at the Twenty-first Extraordinary Session of the All-Union Communist Party, 27 January to 5 February 1959. Concerning Communist training and public education. The development of science and culture, p. 59-68.

- 189 —. *Ob ukreplenii svyazi školy s žizn'ju i o dal'nejšem razvitii sistemy narodnogo obrazovanija v strane* (Strengthening the ties of the schools with life, and further developing the system of public education in the country). Otd. izd. Kiev, Gospolitizdat USSR, 1958. 20 p. Also in *Pravda* (Moskva), 21 centjabrja, 1958.

Proposals set forth in the published notes of N. S. Khrushchev, approved by the Presidium of the Central Committee of the Communist Party.

- 190 —. *Proekt tezisev tovarišča N. S. Khrushcheva na XXI s'ezde KPSS 'Kontrol'nye cifry razvitiya narodnogo hozjajstva v SSSR na 1959-1965 gody'* (Draft declaration of N. S. Khrushchev at the Twenty-first Congress of the Communist Party of the Soviet Union 'Control figures for the economic development of the U.S.S.R. for 1959-65'). In: *Pravda* (Moskva), 14 nojabrja 1958.

Discusses: economic and cultural development in the U.S.S.R.; the increased well-being of the Soviet people; questions of Communist upbringing, public education, development of science and culture; the Communist Party of the Soviet Union, guiding and organizing force.

- 191 —. *Reč' na toržestvennom plenumе CK VLKSM v den' 40-letija 29 oktjabrja 1958 g.* (Speech at the special plenary meeting of the Central Committee of the Komsomol to celebrate the fortieth anni-

1. Because this name is well known, the Anglicized spelling is given rather than the transliteration, Hruščev.

versary, 29 October 1958). In: *Pravda* (Moskva), 30 oktjabrja 1958.

Deals with the services rendered by the Komsomol in the training of young people, whose participation in the general work of the country constitutes the best school for training them as builders of Communism. Komsomol members are required to display courage and devotion in the cause of building Communism, developing culture, raising the level of education. A love of work, efficiency and a proper attitude towards public property are inculcated. Refers also to the important part played by the Komsomol in training students, strengthening the ties of the school with life and teaching young people to love and respect labour.

- 192 —. *Reč' na Vserossijskom s'ezde učitelej 9 ijulja 1960 g.* (Speech at the All-Russian Congress of Teachers, 9 July 1960). In: *Pravda* (Moskva), 10 ijulja 1960.

The purposes of the reorganization of the schools, and its main feature, i.e., the linking up of education and production and the increased emphasis on training. The task of the teacher in the period of transition from Socialism to Communism. The educational significance of productive labour for young people. The connexion between the type of production training given and future prospects of development in a specific economic region. The need for raising the standard of science teaching in schools and the importance of the new popular courses on fundamentals of political knowledge. The part played by the family, and the correct relationship between the family and the school. The need for schools and teachers to receive constant help and consideration from party and government organizations.

- 193 —. *Vospityvat' aktivnyh i sozdatel'nyh stroitelej kommunističeskogo obščestva* (The need to educate active, conscious builders of a Communist society). Moskva, Molodaja gvardija, 1958. 32 p. Also in: *Pravda*, 19 aprilja 1958. Reprint.

The reasons which make it essential to reorganize Soviet schools and bring them into line with the requirements of present-day life. Speech at the 13th Comsomol Congress.

- 194 —. *Vystuplenie na toržestvennom zasedanii v Baku, posvjaščennom 40-letiju ustanovlenija Sovetskoi vlasti i sozdanija Kommunističeskoj partii Azerbajdžana 25 aprilja 1960 g.* (Speech at the meeting held at Baku to celebrate the fortieth anniversary of the establishment of Soviet power and the creation of the Communist Party of Azerbaijan, held on 25 April 1960). In: *Pravda* (Moskva), 26 aprilja 1960.

The achievements of public education in the Republic of Azerbaijan, now totally literate. The extensive prospects opened up for women in all fields. The development of boarding schools, groups working a longer day, crèches, nursery schools, vocational and higher education. The training of specialists in all branches of economy and culture. The Azerbaijan Academy of Sciences. The Azerbaijan Republic's centuries-old tradition of culture.

- 195 —. *Za tesnuju svjaz' literatury i iskusstva s žiznju naroda* (The importance of establishing close

links between literature and art and the life of the people). Moskva, Gospolitizdat, 1958. 32 p.

A short survey of the speeches made at the congress of writers, artists, sculptors and composers on 19 May 1957, and at the Partaktiv (meeting of active party members) held in Moscow in July 1957. The improvement of material conditions as a basis for raising the cultural level. The part played by literature and art in education. The enhanced social significance of literature and art as a means of stimulating the people towards new achievements in the building of Communism. The successes of Soviet scientists (p. 28-30). The implementation of the programme of economic and cultural progress outlined by the Twentieth Party Congress (p. 38-56).

- 196 KRSNODARSKAJA SESSIJA AKADEMII PEDAGOGIČESKIH NAUK RSFSR PO VOPROSAM POLITEHNIČESKOGO OBUČENIA V SEL'SKOJ ŠKOLE, 3-9 dekabrja 1956 g. (Krasnodar session of the A.P.N. R.S.F.S.R. on questions of polytechnical education at rural schools, held from 3 to 9 December 1956). [*Materialy*] (Papers), ed. by A. I. Markuševič, et al. Moskva, Izdatel'stvo APN RSFSR, 1958. 654 p.

This session was attended by over 1,000 teachers, pedagogical scientists, educators, directors of Soviet, young Communist and trade union organizations and chairmen of collective farms in the Krasnodar and Stavropol regions and Rostov district, together with representatives of the Ukraine, Kazakhstan and Armenia. The questions raised included polytechnical education at schools in town and workers' settlements in the Kuban and in North Caucasus. Papers presented are published in full, while speeches made during the discussion are summarized. The decisions adopted by the session are given on pages 643-50.

- 197 LENIN, Vladimir Il'ič. *O molodeži* (On youth). Moskva, Molodaja gvardija, 1958. 320 p.

This book contains Lenin's speeches, articles and letters on youth questions covering the period 1895-1923, as well as his works dealing with youth questions and throwing light on the status of children and young people under capitalism, the revolutionary movement among students in Tsarist Russia and the participation in that movement by young workers and peasants. It also includes material on the subject of young people's revolutionary education, their participation in socialist construction, and the formation of the new man.

- 198 *Lenin o narodnom obrazovanii. Stat'i i reči* (Lenin on public education, articles and speeches), comp. by N. A. Petrov and V. S. Ševkin. Moskva, Izdatel'stvo APN RSFSR, 1957. 463 p.

A collection of articles and speeches by Lenin on the subject of schools and education covering the period 1895-1923.

- 199 LORDKIPANIDZE, David Onisimovič. *Principy, organizacija i metody obučenija* (Principles, methods and organization of teaching), 2nd ed. Moskva, Učpedgiz, 1957. 172 p.

- 200 *Marks i Engel's o vospitanii i obrazovanii, hrestomatija* (Marx and Engels on training and education, anthology), comp. by P. N. Gruzdev. Moskva, Izd. APN RSFSR, 1957. 398 p.

Contains individual works and observations by Marx and Engels on questions of education from 1835 to 1893 inclusive.

Appendix contains reminiscences of Marx and Engels which give valuable information about their views on education. Subject index, footnotes and an annotated name index.

- 201 MORDVINOV, Avksentij Egorovič. *O socialističeskom soderžanii i nacional'noj forme sovet'skoj kul'tury* (The socialist content and national form of Soviet culture). Moskva, Gospolitizdat, 1959. 288 p.

The content and forms of multi-national Soviet culture; the nature of the cultural revolution; the tremendous cultural transformations in the Soviet Socialist Republics and their significance; the problem of the national form of Soviet culture.

- 202 NAUČNAJA KONFERENCIJA PO VOZRASTNOJ MORFOLOGII I FIZIOLOGII. VTORAJA, 9-12 fevralja 1955 g. (Scientific conference on age-group morphology and physiology. Second, 9-12 February 1955). *Trudy* (Records), ed. by A. A. Markosjan. Moskva, Izd. APN RSFSR, 1955. 296 p.

Of the 43 papers published in these records, a number deal with the characteristics of higher nervous functions of school-children in different age groups, special features of the interaction of the signalling systems in children, the effect of educational activities on the higher nervous functions, of the school day on the oral reactions of children, and of sports activities on schoolchildren and young people in general.

- 203 NAUČNAJA KONFERENCIJA PO VOZRASTNOJ MORFOLOGII, FIZIOLOGII I BIOHIMII. TRET'JAJA, 19-23 fevralja 1957 (Scientific conference on age-group morphology, physiology and biochemistry. Third, 19-23 February 1957). *Trudy* (Records), ed. by A. A. Markosjan. Moskva, Izd. APN RSFSR, 1959. 580 p.

The papers included deal with general problems of age-group physiology, the higher nervous functions of animals in ontogenesis, the resistance of the organism to changes in the external environment, etc., and describe the special features of the reactions of children's and young people's organisms to various physical exercises and athletic requirements.

- 204 NOVOSIBIRSKAJA NAUČNAJA KONFERENCIJA AKADEMII PEDAGOGIČESKIH NAUK PO VOPROSAM POLITEHNIČESKOGO OBUČENIJA, 13-16 maja 1957 g. (Novosibirsk scientific conference of the Academy of Pedagogical Sciences, dedicated to questions of polytechnical education, 13-16 May 1957). [*Materialy*] (Papers). Moskva, Izdatel'stvo APN RSFSR, 1958. 432 p.

Papers describe the experience of progressive schools and teachers in Western Siberia and the Urals area in providing polytechnical education, with particular reference to the teaching of subjects in the natural science cycle and the course on 'production principles'. The participants, over 1,000, included teachers, pedagogical scientists and leading members of Party, Young Communist and trade union organizations in the Altai region and the Kemerovsk, Novosibirsk, Omsk, Tomsk, Sverdlovsk and Chelyabinsk districts.

- 205 PETROV, N. A., ed. *Sovetskaja pedagogičeskaja nauka k 40-letiju Velikogo Oktjabrja* (Soviet pedagogics

at the time of the fortieth anniversary of the October Revolution). Moskva, Izdatel'stvo APN RSFSR, 1957. 188 p.

Brief survey of the present status of Soviet pedagogics and prospects for its future development.

- 206 RIVES, Solomon Markovič. *Vospitanie voli učaščijsja v processe obučeniya* (The training of the pupil's will in the process of teaching), ed. by N. K. Gončarov. Moskva, Izd. APN RSFSR, 1958. 222 p.

S. M. Rives' book—the fruit of many years of experimental and research work—contains recommendations on methods and gives interesting examples. A bibliography of the author's educational work (78 titles in Russian), p. 218-21.

- 207 RUTA, O. I. *Osnovy metodiki formirovaniya npravstvennykh ubeždenij u učaščijsja obščeeobrazovatel'noj školy* (Principles for the moral training of pupils at general education schools). Krasnojarsk, 1959. 463 p.

This monograph, the fruit of 14 years' research, describes the system, worked out by the author and tested in practice, for providing moral training for pupils in general education schools. Deals in detail with the part played by the group ('collective') and the family.

- 208 ŠACKAJA, V. N., ed. *Obščie voprosy estetičeskogo vospitanija v škole* (General questions of aesthetic education in schools). Moskva, Izdatel'stvo APN RSFSR, 1955. 184 p.

A first attempt at providing a scientific basis for the underlying principles, content, methods and system of the aesthetic education of the Soviet school child. The concluding section deals with the art education of children of pre-primary age and with out-of-class and out-of-school work in connexion with aesthetic education.

- 209 ŠAPOVALENKO, Sergej Grigor'evič. *Politehničeskoe obučenie v sovet'skoj škole na sovremennom etape* (Polytechnical instruction in Soviet schools at the present juncture). Moskva, Izdatel'stvo APN RSFSR, 1958. 175 p.

The author explains the social and historical reasons for the necessity of polytechnical education, defines the tasks of this type of education, supplies data on the initial stages of the efforts to provide systematic polytechnical instruction, and gives a detailed description of the system of polytechnical instruction used in Soviet schools. Bibliography (77 titles), p. 169-73.

- 210 —, et al. *Soedinenie obučeniya s proizvoditel'nyim trudom učaščijsja. — Opyt pjatidesjati škol RSFSR* (The combination of instruction and productive labour. The experience of 50 schools in the R.S.F.S.R.). Moskva, Izdatel'stvo APN RSFSR, 1958. 204 p., tables, teaching programmes.

A work consisting of material describing the tasks, preparation, organization and results of experimental work conducted at 50 schools in the R.S.F.S.R. on the coupling of instructive and productive labour.

- 211 SOROKINA, Aleksandra Ivanovna. *Doškól'naja pedagogika* (Pre-primary pedagogics), 2nd rev. ed. Moskva, Učpedgiz, 1958. 335 p.

Handbook for pre-primary teacher training establishments. General pedagogical principles; forms and tasks of pre-primary education; kindergarten work and the organization of teaching in kindergartens.

- 212 SUHOMLINSKIJ, Vasilij Aleksandrovič. *Vospitanie kolektivizma u škol'nikov. Iz opyta raboty sel'skoj srednej školy* (Instilling a team spirit into school-children. The experience of a rural secondary school). Moskva, Izd. APN RSFSR, 1956. 272 p.

Describes the experience of the Pavlyš secondary school. Special attention is paid to the inculcation of the team spirit in the process of imaginative and productive work, with mutual assistance by group members as regards work, material help, excursions, group travel, friendship and comradeship, and the creation and utilization of collective material values.

- 213 ——. *Vospitanie kommunističeskogo otnošenija k trudu* (Inculcating a communist approach to work), ed. by N. I. Boldyrev. Moskva, Izd. APN RSFSR, 1959. 439 p.

Report on teaching work at a village school. General account of the experience over a long period of years in developing a Communist approach to work in children attending the Pavliš village secondary school, Kirovograd district, by preparing them for practical activity and work in industry and agriculture. The problems of instilling a love of work are examined with reference to the process of school instruction and out-of-class activities.

- 214 *Voprosy obučenija v detskom sadu* (Teaching in kindergartens), 2nd ed., edited by A. P. Usova. Moskva, Učpedgiz, 1955. 220 p.

Collection of articles dealing with the significance of kindergarten teaching in the development of children of pre-primary age, the content and principles of instruction at the pre-primary level of development, and the forms of organization of activities. A description is given of the methods of teaching and of the equipment available.

- 215 ZANKOV, L. V., ed. *Sočėtanie slova učitelja i sredstv nagljadnosti v obučenii. Didaktičeskoe issledovanie* (The combination of the teacher's verbal instruction with visual media in teaching. An educational investigation). Moskva, Izd. APN RSFSR, 1958. 380 p.

A pilot investigation, the results of which are described in this book, showed that the child's level of knowledge and intellectual development depend on the teacher's ability to combine the spoken word described with visual media. A bibliography is appended (282 titles in Russian and foreign languages), on p. 371-9).

- 216 XXII S'EZD KPSS (Twenty-second Congress of the U.S.S.R. Communist Party). *Materialy* (Documents). Moskva, Gospolitizdat, 1961. 464 p.

Contains N. S. Khrushchev's report on the Party's programme and the text of the new programme defining tasks in the field of education.

Among works of comparative education, the following is of interest:

- 217 KONSTANTINOV, N. A., ed. *Iz istorii zarubežnoj školy i pedagogiki. (Sbornik statej)* (The history of foreign schools and pedagogics. Collection of articles). Moskva, Izd. APN RSFSR, 1959. 430 p. (Izd-vo APN RSFSR, no. 105, Trudy In-ta teorii i istorii pedagogiki).

Contents: Salimova, K. I., The history of schools and pedagogical theory in England during the period of the industrial revolution (1760-1830); Piskunov, A. I., The history of German democratic pedagogics in the first half of the nineteenth century (Karl Friedrich Wilhelm Wander); Frumov, S. A., The struggle for the democratization of French schools at the time of the 1848 revolution; Konstantinov, N. A., Schools and education in Spain during the 1930's.

The four following works or series are translations and summaries of articles on education in foreign countries. They can give access to foreign literature to those Russians who lack time or ability to read the original works.

- 218 ČUTKERAŠVILI, E. V., ed. *Sistema obrazovanija v nekotoryh kapitalističeskix stranah* (The educational system in some capitalist countries). Moskva, 1960. 184 p.

A detailed analysis of primary, technical and vocational, secondary, special secondary and higher education in the U.S.A., United Kingdom, Federal Republic of Germany, France, Italy, Japan and Belgium.

- 219 *Pedagogika i narodnoje obrazovanie v zarubežnyh stranah* (Pedagogics and public education abroad). Moskva, Izd. APN RSFSR, 1955- .

Summaries 1 to 84, edited by V. A. Gračev and published in 1955 (134 p.), deal with the education literature of 1954 of Bulgaria, Hungary, the German Democratic Republic, Poland, Czechoslovakia, the United Kingdom, the Federal Republic of Germany, Italy, the U.S.A. and France. They are grouped according to subject: history of pedagogics, the general fundamentals of pedagogics, the theory of education, questions of didactics, individual methods, psychology, the organization of public education, the teacher's problems, reviews of educational journals.

Summaries 85 to 189, edited by Gračev and V. A. Vejkšan and published in 1957 (63 p.), include some of the same countries, as well as Viet-Nam, India and Yugoslavia. The period covered is the first half of the 1950's.

Summaries 190 to 314, edited by V. A. Vejkšan and N. A. Konstantinov and published in 1959 (107 p.) include some of the same countries, as well as Belgium, Iceland, the People's Republic of China and Sweden. The mid-1950's are covered.

Summaries 315 to 385, edited by V. A. Vejkšan and A. I. Piškunov and published in 1959 (80 p.) deal with problems of compulsory education in countries of the Near East, South-East Asia and Oceania, as well as with literature on various matters of pedagogics and public education published in certain countries of Europe and in the U.S.A., mainly since 1955.

- 220 *Pedagogika za rubežom. Sbornik informacionnyh materialov.* (Pedagogics abroad. Collection of information material), comp. by V. A. Gračev. Moskva, Izd. APN RSFSR, 1955. 40 p.
Summaries of articles discussing the state of teaching in Hungary, Czechoslovakia, Poland and the German Democratic Republic; critical summaries of books on pedagogics and psychology published during the 1947-53 period in the United Kingdom, the U.S.A., France and Switzerland. A total of 12 summaries and translations.
- 221 *Ručnoj trud v obščebrazovatel'nyh školah kapitalističeskikh stran* (Manual labour in general education schools of capitalist countries), ed. by V. A. Gračev. Moskva, Izd. APN RSFSR, 1955. 103 p. Manuscript.
Abridged translations of articles and programmes of labour training in schools in the U.S.A., France, the United Kingdom and Italy.
- History of education*
- 222 BENDRIKOV, K. E. *Očerki po istorii narodnogo obrazovanija v Turkestane (1865-1924 gody)* (Notes on the history of public education in Turkestan, 1865-1924). Moskva, Izd-vo APN RSFSR, 1960. 512 p., diagrams and tables.
The development of schools and of cultural and educational establishments in Turkestan, during the period from the 1860's to 1917; public education in the Turkmen A.S.S.R.—1918-24. Survey based on published material and on archive documents and manuscripts. Bibliography (227 titles in Russian), p. 499-510.
- 223 BERDYEV, Tagan Berdyevič. *Očerki po istorii školy Turkmenskoy SSR* (Notes on the history of the school in the Turkmen S.S.R.). Ašhabad, Izd-vo APN Turkm. SSR, 1960. 148 p.
The survey covers the period from ancient times up to 1950. The main emphasis is on the cultural revolution in Turkmenistan after the October 1917 Revolution. The author has made use of archive material.
- 224 ČEREPA NOV, Sergei Aleksandrovič. *S. T. Šackij v ego pedagogičeskikh vyskazyvanijah* (S. T. Šackij and his pedagogical views), 3rd ed., edited by M. N. Skatkin and L. N. Skatkin. Moskva, Učpedgiz, 1958. 134 p.
With an autobiography of S. T. Šackij and a note by S. A. Čerepanov. Bibliography of pedagogical works of S. T. Šackij from which the extracts composing his 'Pedagogical views' are taken (32 titles in Russian), p. 128-9.
- 225 DUBINA, A. D., et al. *Politehničeskoe obučenie i podgotovka učaščijsja k praktičeskoy dejatel'nosti* (Polytechnical education and training for practical work), 2nd ed., enl. Taškent, 1955. 89 p. In Russian and Uzbek.
Index of works.
- 226 DZEVERIN, A. G.; NIKOLAENKO, V. Ju.; KOLESNİČENKO, N. P. *Hrestomatija po istorii marksistsko-leninskoj pedagogiki* (Anthology of the history of Marxist-Leninist pedagogics). Kiev, Rad. škola, 1958. 660 p. In Ukrainian.
- 227 EFFERT-KLUSAJS, Ērnest. *Izbrannoe* (Selected works). Riga, Latizdat, 1957. 239 p.
The outstanding Latvian revolutionary writer and public education worker (1889-1927.)
- 228 ĖL'KINA, D. Ju. *Na kul'turnom fronte* (On the cultural front). Moskva, Izd-vo APN RSFSR, 1959. 143 p.
From the history of the campaign for the eradication of illiteracy in the U.S.S.R.
- 229 GOGEBASHVILI, Jakov. *Sočinenija* (Works), ed. by Tavzišvili and D. Lordkipanidze. Tbilisi, Izd-vo In-ta 'Conda', 1955-58. 6 vols. In Georgian.
These volumes were compiled and prepared by V. Kadžaja, with the co-operation of Z. Kiknidze.
- 230 HUDOJAN, Suren. *Mikael Nalbandjan o vospitanii* (Mikael Nalbandjan on education). Erevan, Ajpetrat, 1955. 195 p. In Armenian.
- 231 KALININ, Mihail Ivanovič. *O kommunističeskom vospitanii* (Communist training). Moskva, Molodaja gvardija, 1958. 463 p.
Selected articles and speeches.
- 232 ——. *O vospitanii i obučenii. Izbrannye stat'i i reči* (On training and instruction). Moskva, Učpedgiz, 1957. 344 p.
This collection prepared for publication by N. I. Boldyrev covers the main articles and speeches by M. I. Kalinin from 1924-45 on general questions of the growth of culture in the U.S.S.R., Communist education and improvements in the quality of instruction in Soviet schools, the educational role of the Young Communist and Pioneer organizations, the Soviet teacher, the liquidation of illiteracy and the training of cadres (in higher educational establishments and schools run in connexion with the State Labour Reserves administration).
- 233 KARY-NUJAZOV, T. N. *Očerki istorii kul'tury sovet-skogo Uzbekistana* (Notes on the history of the culture of Soviet Uzbekistan). Moskva, Izd-vo Akad. nauk SSSR, 1955. 558 p.
Includes an account of the establishment and development of primary, secondary and higher schools in Uzbekistan. Describes the development of the Uzbek language and literature, and of the Soviet press and art in this Republic.
- 234 KIM, Maksim Pavlovič. *40 let sovet-skoy kul'tury* (40 years of Soviet culture). Moskva, Gospolitizdat, 1957. 388 p.
Contains a large number of varied examples and statistical data illustrating the achievements of the Soviet people in the building of a new socialist culture, in the rapid development of public education, the flowering of science, literature and art, the creation of a Soviet national intelligentsia prepared to serve the country with selfless devotion.

- 235 KONSTANTINOV, Nikolai Aleksandrovič; MEDYNSKI, Evgenij Nikolaevič; ŠABAEVA, Marija Fedorovna. *Istorija pedagogiki. Učebnik dlja pedvuzov* (History of pedagogics. Handbook for higher teacher training establishments), 2nd ed. Moskva, Učpedgiz, 1959. 500 p.

Contains a brief outline history of Russian and Soviet pedagogics, of the Soviet school, and of pedagogics abroad. There are special chapters on Lenin's views and statements on Communist upbringing, education and school, and on the pedagogical doctrines of N. K. Krupskaja, A. S. Makarenko and M. I. Kalinin. Also a brief description of schools and education in the People's Democracies.

- 236 KOROLEV, Fedor Filippovič. *Očerki po istorii sovet-skoy školy i pedagogiki 1917-1920* (Notes on the history of the Soviet school and pedagogics 1917-20). Moskva, Izd-vo APN RSFSR, 1958. 551 p.

The author describes, on the basis of a large quantity of material which includes little-known publications and archive documents, the development of Soviet pedagogical theories and the history of the socialist transformation of the school in the early years of the Soviet régime. Bibliography, p. 528-49.

- 237 —. *Sovetskaja škola v period socialističeskoj industrializacii* (The Soviet school in the period of socialist industrialization), ed. by V. Z. Smirnov. Moskva, Učpedgiz, 1959. 320 p.

A description of the development of the Soviet school in the period 1926-30. In the author's view, the valuable experience this school acquired in the period 1926-30 could be applied at the present stage of development of public education in the U.S.S.R.

- 238 —. *Uspehi narodnogo obrazovanija v SSSR za 40 let* (Achievements in the realm of public education in the U.S.S.R. during the past 40 years). Moskva, Znanie, 1957. 47 p.

- 239 KRUPSKAJA, Nadežda Konstantinovna. *Izbrannye pedagogičeskie proizvedenija* (Selected pedagogical works), comp. by N. A. Zinevič and I. P. Rumjanceva. Moskva, Učpedgiz, 1957. 715 p.

Foreword by N. A. Zinevič. Works of the Soviet period (also some relating to the pre-revolutionary period). Articles, speeches and papers on various aspects of education and instruction; autobiographical works; articles on Lenin's views and writings on public education.

- 240 —. *O kommunističeskom vospitanii* (Communist education). Moskva, Molodaja gvardija, 1956. 424 p.

Selected articles and speeches.

- 241 —. *Ob učiteľe* (On the subject of teachers), 2nd enl. ed., comp. by N. I. Strievskaja. Moskva, Izd-vo APN RSFSR, 1960. 360 p.

Selected articles, speeches and letters.

- 242 —. *Pedagogičeskie sočinenija v desjati tomah* (Pedagogical works in 10 volumes). Moskva, Izdatel'stvo APN RSFSR, 1957- . 8 vols. to date.

These collected pedagogical works by N. K. Krupskaja, one of the outstanding figures in Soviet culture and education (1869-1939), include the basic material produced by her and published at various times on the theory and history of pedagogics and the construction of the Soviet school, as well as hitherto unpublished material. The present collection does not represent her complete works. It includes volumes on pre-primary education, labour and polytechnical education, library work, etc. Brief notes, a name index and subject indexes.

- 243 KULIKOV, Nikolaj Georgievič. *Očerki po istorii i teorii vysšego pedagogičeskogo obrazovanija* (Notes on the history and theory of higher teacher training). Part I, ed. by N. A. Konstantinov. Leningrad, 1955. 215 p.

The first part of this survey, dealing with basic problems of the training of teachers for secondary schools, covers the period subsequent to the victory of the great October Socialist Revolution. There is also a short survey of the situation in this regard in Russia at the beginning of the nineteenth century.

- 244 LESGAFT, Petr Francevič. *Sobranie pedagogičeskikh sočinenij* (Collected pedagogical works), ed. by G. G. Šahverdov, et al. Moskva, Fizkul'tura i sport, 1956. Vol. 3. 439 p.

The child's family upbringing and its significance. Compiled and prepared for publication, with an introductory article by G. G. Šahverdov. Notes by G. M. Krakovjak, et al. Bibliography of principal works dealing with the child's upbringing during the first years of his life, p. 403-5.

- 245 LORDKIPANIDZE, D. O. *Pedagogičeskoe učenie K. D. Ušinskogo* (The pedagogical theories of K. D. Ušinskij). Tbilisi, Izd-vo naučn. issled. in-ta ped. nauk M-va prosvěščenija Gruz. SSR, 1955. 488 p.

Bibliography, p. 462-83. In Georgian.

- 246 LUNAČARSKI, Anatolij Vasil'evič. *Lenin i narodnoe obrazovanie* (Lenin and public education). Moskva, Izd-vo APN RSFSR, 1960. 167 p.

Collection of articles and speeches.

- 247 —. *O narodnom obrazovanii* (On the subject of public education), comp. by F. S. Ozerskaja and edited by N. H. Gončarov, N. A. Konstantinov and F. F. Korolev. Moskva, Izd-vo APN RSFSR, 1958. 560 p.

Articles and speeches, 1917-29, on the organization of the new school, the eradication of illiteracy, labour training and polytechnical education, pre-primary education and so on. Bibliography and notes on p. 549-57.

- 248 MAKARENKO, Anton Semenovič. *Sočinenija v semi tomah* (Works in seven volumes), 2nd ed., edited by I. A. Kairov, G. S. Makarenko and E. N. Medynskij. Moskva, Izdatel'stvo APN RSFSR, 1957-58. 7 vols.

Includes 'Pedagogičeskaja poëma' (Pedagogical poem) with particulars of Makarenko's life and work, commentary and notes. Also 'Marš 30 goda' (The March of 1930), 'Flagi na

- bašnjah' (Flags on the towers) with commentary and notes, 'Kniga dlja roditelej' (A book for parents) with commentary and notes, 'Obščie voprosy teorii pedagogiki—Vospitanie v sovetskoj škole' (General questions of pedagogical theory, Soviet school education), polemical articles, and, lastly, journalistic work, stories and sketches, articles on literature and criticism, correspondence with Gorky, with commentary and notes. The second edition of the works of the outstanding Soviet educator and writer A. S. Makarenko differs from the first edition published in 1950-52 by certain rearrangements of the material. Like the first edition, it contains commentaries, notes and subject indexes. Vol. VII includes a consolidated subject and alphabetical index covering the works in all seven volumes.
- 249 MAREJN, Klara Nikolaevna. *Vospitatel'naja rabota v kommune imeni F. Z. Dzeržinskogo* (Educational work in the F. Z. Dzeržinskij commune). Moskva, APN RSFSR, 1958. 75 p.
- The organization and training of the group ('Collective') of commune members. Socially useful work and educational activities in the commune. Organization and methods of out-of-class work in the commune.
- 250 NAUČNO-ISSLEDOVATEL'SKIJ INSTITUT ŠKOL MINISTERTVA PROSVJEŠČENIJA LATVIJSKOJ SSR (Pedagogical Research Institute of the Latvian Ministry of Education). *Sistematičeskij ukazatel' pedagogičeskikh statej, opublikovannyh v jurnale 'Padomju Latvijas skola' za 20 let Sobetskoj Latvii* (Systematic index of articles on pedagogics published in the periodical *Padomju Latvijas skola* during the 20 years' existence of Soviet Latvia). Riga, 1960. 224 p. In Latvian.
- 251 ODOEVSKIJ, Vladimir Fedorovič. *Izbrannye pedagogičeskie sočinenija* (Selected pedagogical works), comp. and ed. by V. Ja. Struminskij. Moskva, Učpedgiz, 1955. 367 p.
- With introductory articles and notes. Includes works on questions of pre-primary education, training and education in schools and out-of-school education. Bibliography (23 titles in Russian), p. 359-61.
- 252 PAĒGLE, Leon. *Sočinenija v 5 tt* (Works in five volumes). Riga, Latgosizdat, 1956-58. In Latvian.
- The outstanding Latvian writer, revolutionary and pedagogue (1890-1926).
- 253 PERSIC, Mark Mendeleevič. *Otdelenie cerkvi ot gosudarstva i školy ot cerkvi v SSSR* (The separation of the church from the State and of the school from the church in the U.S.S.R.) 1917-1919 g.g. Moskva, Izd-vo APN RSFSR, 1958. 199 p.
- The preparation of the decree of the Soviet Government on the separation of the church from the State and of the school from the church. The opposition to the decree in the years 1918-19, and the support it received from the broad masses of the workers. Data on the position of the church in tsarist Russia and the part played by religion as the ally of autocracy. The author uses documents from State archives.
- 254 PISKUNOV, Aleksej Ivanovič. *Sovetskaja istoriko-pedagogičeskaja literatura* (Soviet works on the history of pedagogics) 1918-1957, ed. by Prof. V. Z. Smirnov. Moskva, Izd-vo APN RSFSR, 1959. 559 p.
- Systematic index containing over 6,000 titles of historical-pedagogic works and works on the history of philosophy, the history of culture and general history bearing on the history of pedagogics; also works on the situation of public education in the U.S.S.R., the Union Republics and foreign countries. In many cases there is a list of articles of criticism and reviews. There are also auxiliary indexes of authors and titles of works (without authors), and persons to whom special works are devoted. The index is not exhaustive.
- 255 RADŽABOV, S. K *istorii sovetskoj školy v Uzbekistane* (The history of the Soviet school in Uzbekistan). Taškent, Učpedgiz UzSSR, 1957. 119 p. In Uzbek.
- The position of the school in Uzbekistan before the Great October Socialist Revolution; the development of the Soviet School in Uzbekistan, 1917-41; the schools of the Uzbekistan S.S.R. in the years of the great patriotic war.
- Razvitie narodnogo obrazovanija i pedagogičeskoj nauki v Ukrainskoj SSR, 1917-1957* [158].
- 256 RUDNEVA, Eva Izrailevna. N. K. Krupskaja i eë rol' v stroitel'stve sovetskoj školy (N. K. Krupskaja and the part she played in the development of the Soviet school). Moskva, Izd-vo Mosk. un-ta, 1958. 63 p.
- This work, based largely on archive material, describes the part played by N. K. Krupskaja in working out the principles of Soviet education, and her views on the content of education, on polytechnical education and moral training.
- 257 ŠACKIJ, Stanislav Teofilovič. *Izbrannye pedagogičeskie sočinenija* (Selected pedagogical works), ed. by A. N. Volkovskaja, L. N. Skatkin and V. N. Šackaja. Moskva, Učpedgiz, 1958. 432 p.
- Compiled, with an introductory article, p. 5-24, by M. P. Malyšev and L. S. Baršadskaja. Selection from the pedagogical works of the outstanding Soviet pedagogue, which are still important today; the present volume contains material both on the Soviet period, reflecting the search for new methods in schools, and on pre-revolutionary times.
- 258 SEIDOV, Ahmed Jusuf oğly. *Istorija pedagogiki* (The history of pedagogics). Baku, 1959-60. Vols. I-III. In Azerbaijani.
- 259 ŠIL'NIKOVA, Marija Emel'janovna. *Učebno-vospitatel'naja rabota školy v 1930-1934 godah* (Educational work in schools in the period 1930-34), ed. by V. Z. Smirnov. Moskva, Učpedgiz, 1959. 228 p.
- This survey, based on a large quantity of published and unpublished material, describes the ways in which the Soviet school endeavoured to raise the standard of teaching and educational work in compliance with the decree of the Central Committee of the Communist Party on primary and secondary schools, adopted on 5 September 1931. It supplies information on the content, organization and methods of education, and on out-of-class work.

- 260 SMIRNOV, Vasilij Zaharovič. *Iz istorii sovjetskoj školy i pedagogiki* (The history of Soviet schools and Soviet pedagogics), ed. by V. Z. Smirnov. Moskva, Izd-vo APN RSFSR, 1959. 314 p. (Izd-vo APN RSFSR, no. 102. Trudy In-ta teorii i istorii pedagogiki).

Collection of articles. Contents: Korolev, F. F., The history of public education in Soviet Russia (lower and secondary vocational schools and higher education in the period 1917-20); Petruhin, I. S., Some general problems of pedagogics in the works of A. S. Makarenko; Vinogradova, M. D., The organization of general education in the school of the Dzeržinskij commune (from material contained in theses).

- 261 —. *Pedagogičeskie idei N. G. Černyševskogo i N. A. Dobroljubova* (The pedagogical theories of N. G. Černyševskij and N. A. Dobroljubov). Moskva, Učpedgiz, 1957. 167 p.

In addition to a detailed description of their pedagogical theories, the author also gives the main facts about the life and work of N. G. Černyševskij and N. A. Dobroljubov. A bibliography (49 titles in Russian), p. 163-5. The notes on each page include biographical data.

- 262 STRUMINSKIJ, Vasilij Jakovlevič. *Osnovy i sistema didaktiki K. D. Ušinskogo* (The principles and the didactic system of K. D. Ušinskij). Moskva, Učpedgiz, 1957. 216 p.

The purpose of this survey is to describe the principles of K. D. Ušinskij's didactic system, treated as a scientific discipline.

- 263 TERTIČNYJ, I. P. *Pedagogičeskie vzgljady Mihaila Ivanoviča Kalinina* (Pedagogical theories of M. I. Kalinin). (Introduction by S. Čavdarov). Kiev, Rad. škola, 1957. 178 p. Bibliography, p. 173-7. In Ukrainian.

[See 107, 114, 115-120, 126-130, 132, 138, 141, 145, 146, 154, 156 and 158 for further information on the history of education.]

General and educational psychology

- 264 AKADEMIJA NAUK. GRUZINSKOJ SSR (Academy of Sciences of the Georgian S.S.R.). *Psihologičeskaja harakteristika škol'nika* (Psychological study of the school child). Tbilisi, 1957. 83 p. (Nauč. popul. serija). In Georgian.

- 265 AKADEMIJA PEDAGOGIČESKIH NAUK RSFSR. INSTITUT PSIHOLOGII (Academy of Pedagogical Sciences of the R.S.F.S.R. Institute of Psychology). *Psihologičeskaja nauka v SSSR* (Science of psychology in the U.S.S.R.). Moskva, Izd-vo APN RSFSR, 1959-60. 3 vols.

Results of research work conducted by leading Soviet psychologists. Volume I deals with questions relating to the historical approach to the study of the human mind and the results of

research work on the problems of sensation and perceptions, concentration, and conceptions. Volume II gives the results of the experimental and theoretical research carried out by Soviet psychologists on the psychology of personality and special psychology. The articles contain bibliographies of psychological literature in Russian, Ukrainian and foreign languages (5,317 titles in separate volumes).

- 266 ANAN'EV, Boris Gerasimovič. *Psihologija čuvstvennogo poznanija* (Psychology of sensory perception). Moskva, Izd-vo APN RSFSR, 1960. 487 p.

Works of active members of the academy. The sensory mechanism of man and the interaction of sensations. Forms of sensory perception (sensation, perception and representation). Investigation into the psychology and psychopathology of speech.

- 267 BOGOJAVLENSKIJ, Dmitrij Nikolaevič. *Psihologija usvoenija orfografii* (Psychology of learning to write). Moskva, Izd-vo APN RSFSR, 1957. 416 p.

Bibliography (145 titles, in Russian and foreign languages), p. 410-15.

- 268 —; MENČINSKAJA, Natal'ja Aleksandrovna. *Psihologija usvoenija znanij v škole* (Psychology of the acquisition of knowledge in school). Moskva, Izd-vo APN RSFSR, 1959. 348 p.

Explanation of the general laws governing the acquisition of knowledge in the various subjects at school. The process of acquiring knowledge is examined in close connexion with the use of knowledge for the solution of education and practical problems, with a view to improving the standard of teaching and teaching methods; such is the main theme of this book. Bibliography (238 titles in Russian), p. 334-40.

- 269 ČAMATA, P. R.; SKRIPČENKO, O. V.; OPRIŠKO, K. L. *Bibliografičeskij ukazatel' rabot po psihologii za 40 let* (Bibliographical index of works on psychology published over the past 40 years) 1917-1957. Kiev, 1958. 135 p. In Ukrainian and Russian.

Lists articles published in periodicals and collections, pamphlets, monographs, textbooks, handbooks, authors' summaries of theses, and other works on psychology published by Ukrainian psychologists both in the Ukraine and elsewhere (1,959 titles). Besides literary sources, the compilers of this index also verified and utilized lists of the scientific papers of almost all the psychologists now working in the Ukraine. Not exhaustive.

- 270 ĖKZEMPLJARSKIJ, Vladimir Mihajlovič. *Očerki psihologii učebno-vospitatel'noj raboty v škole* (Notes on the psychology of educational work in schools). Moskva, Učpedgiz, 1955. 168 p.

The educational work of teachers when giving lessons, various questions concerning the psychology of schoolchildren and the characteristics of different age groups and individuals.

- 271 IVANOV, Platon Ivanovič. *Psihologičeskie osnovy obučenija* (The psychological bases of education). Taškent, Učpedgiz, UzSSR, 1960. 148 p.

Handbook for teacher training institutes. The natural laws governing the development of children in each age group;

children's attitude to school work; the part played by the various cognitive processes in children's acquisition of knowledge; the development of skills and habits; the part played by the personality of the teacher.

- 272 JAKOBSON, Pavel Maksimovič. *Psihologija čuvstv* (The psychology of the senses), 2nd enl. ed. Moskva, Izdatel'stvo APN RSFSR, 1958. 384 p.

The basic forms in which reality is reflected in the senses, to show how people's feelings change, to examine the forms of expression of the individual's feelings as a social being, to examine long-lived, complex and deep-rooted feelings, and to throw light on the problem of sensory training. Bibliography (128 titles in Russian, English, German and French), p. 378-82.

- 273 KOSMA, T. V. *Osobennosti razvitiya myshleniya učaščih'sja mladših klassov* (The peculiarities of the development of junior grade schoolchildren's thinking capacity). Kiev, Rad. škola, 1956. 118 p. In Ukrainian.

Bibliography at the end of the book.

- 274 KOSTJUK, G. S., ed. *Psihologija. Učebnik dlja pedagogičeskikh vuzov* (Psychology. Textbook for pedagogical institutes). Kiev, Radjans'ka škola, 1955. 526 p. In Ukrainian.

An attempt to present the results of the creative examination of the major questions of psychological science from 1945 to 1955, using the latest achievements deriving from Pavlov's teachings on the higher nervous functions. Special attention is focused on the characteristics of mental processes in children, and especially in schoolchildren; on the pedagogical effectiveness of textbooks in explaining the significance for the theory and practice of teaching work with children, of scientific psychological data and deductions.

- 275 KRUTECKIJ, Vadim Andreevič; LUKIN, Nikolaj Seme-novič. *Psihologija podrostka* (The psychology of the adolescent). Moskva, Učpedgiz, 1959. 240 p.

General study of adolescents (from 11-12 to 14-15, grades V-VII). The formation of the personality in adolescence; the training of adolescents, both academic and sports.

- 276 LEONT'EV, Aleksej Nikolaevič. *Problemy razvitiya psihiki* (The development of mental activity). Moskva, Izd-vo APN RSFSR, 1959. 496 p. Parallel title in English.

The author deals with problems of the genesis and nature of sensation as an elementary form of mental activity, theoretical questions of the biological evolution of the mind and its historical development, and problems of the development of the child mind. Some of the studies included are published for the first time.

- 277 LEVITOV, Nikolaj Dmitrievič. *Detskaja i pedagogičeskaja psihologija* (Child psychology and the psychology of pedagogics), 2nd ed. rev. enl. Moskva, Učpedgiz, 1960. 428 p.

This handbook for teacher training institutes contains new chapters on the psychological bases of labour training and the psychology of independent and creative work by schoolchildren.

- 278 —. *Psihologija staršego škol'nika* (The psychology of senior schoolchildren). Moskva, Učpedgiz, 1955. 215 p.

General survey of the psychology of pupils in the senior grades, and of methods for studying their psychology; description of adolescent pupils; psychological characteristics of the main forms of intellectual activity in boys and girls; training of the will and of character; the psychology of the discipline of senior schoolchildren; questions of comradeship and friendship among adolescents; choice of a career.

- 279 —. *Voprosy psihologii haraktera* (Questions of the psychology of character), 2nd ed. Moskva, Učpedgiz, 1956. 368 p.

On the basis of material derived from his research among children in senior classes in Moscow schools, and of data derived from belles-lettres, the author examines the problem of character as one of the most essential aspects of personality.

- 280 LJUBLINSKAJA, Anna Aleksandrovna. *Očerki psihičeskogo razvitiya rebenka; rannij i doškol'nyj vozrast* (Notes on the development of mental activity of children, infants and pre-primary age group). Moskva, Izd-vo APN RSFSR, 1959. 547 p.

A revised and somewhat enlarged exposition of a course on child psychology. Deals with the characteristics and principles governing the psychological development of infants and children of pre-primary age (from birth to age 7). Bibliography (132 titles), p. 539-44.

- 281 LURIJA, Aleksandr Romanovič; JUDovič, Faina Jakovlevna. *Reč' i razvitie psihičeskikh processov u rebenka* (Speech and the development of mental processes in children). Moskva, Izd-vo APN RSFSR, 1956. 94 p.

Research describing the results of experiments and observations on twins.

- 282 MELKUMJAN, M. S. *Razvitie detej i ih nekotorye vozrastnye osobennosti* (The development of children, and the characteristics of various age groups). Erevan, Izd-vo Erevanskogo un-ta, 1957. 123 p. In Armenian.

Psychology of children. Bibliography, p. 122.

- 283 MENČINSKAJA, Natalija Aleksandrovna. *Psihologija obučenija arifmetike* (The psychology of arithmetic teaching). Moskva, Učpedgiz, 1955. 432 p.

Criticism of the main trends of the psychology of arithmetic teaching in foreign bourgeois countries; questions of this psychology in the works of Russian methodologists and teachers; research methods; pre-primary children's first conceptions of numbers; the psychology of counting, calculation and the solution of arithmetical problems; individual differences in children in arithmetic teaching. Bibliography (235 titles in Russian and foreign languages), p. 425-32.

- 284 —. *Razvitie psihiki rebenka. Dnevnik materi* (Development of the child's mental activity. A mother's diary), 2nd ed., edited by B. M. Teplov. Moskva, Izd-vo APN RSFSR, 1957. 184 p.

- 285 RUBINŠTEIN, Sergej Leonidovič. *O myšlenii i putjah ego issledovanija* (Thought and methods of analysing thought). Moskva, Izd-vo Akad. nauk SSSR, 1958. 148 p.

The author continues, on the experimental psychological plane, his analysis of the thought process begun in his *Bytie i soznanie* (Being and consciousness). He describes his general psychological theory and method of thought analysis, with details of the results of the experimental research which he conducted with his team of collaborators. There is an annex on the thought process in the scientific creative work of the scientist (p. 143-6).

- 286 —. *Principy i puti razvitiia psikhologii* (Principles and methods of psychological development). Moskva, Izdatel'stvo AN SSSR, 1959. 354 p.

This work, as the above, is closely linked with the author's *Bytie i soznanie*, the basic themes of which—and especially the principle of determinism in its dialectical materialist sense—are extended to a number of major problems of psychology. Also discusses the views on basic psychological problems of Marx, Lenin, I. A. Sečenov and I. P. Pavlov and includes a critique of idealistic theories in the field of psychology.

- 287 SAMARIN, Ju. A., ed. *Izučenie umstvennoj dejatel'nosti škol'nikov* (Study of the intellectual activity of schoolchildren). Leningrad, 1959. 148 p.

Papers prepared for a conference on problems of intellectual activity. The 10 articles included in this collection summarize the results of research on various aspects, laws and characteristics of the intellectual activity of junior and senior school pupils in the process of acquiring knowledge in a number of school subjects (drawing, grammar, geography) and in production training.

- 288 ŠARDAKOV, Mihail Nikolaevič. *Očerki psikhologii škol'nika* (Notes on the psychology of the school-child). Moskva, Učpedgiz, 1955. 264 p.

The author describes those aspects of the mental development and intellectual activity of the schoolchild on which Soviet psychology has most concentrated, namely, perception and observation, memory, thought, speech, concentration, development of the corporate spirit, volition and interests. The introduction and the section on the development of speech are written by A. P. Semenov, a member of the Department of Psychology of the Leningrad Pedagogical Institute.

- 289 ŠEVYREV, Petr Alekseevič. *Obobščennye associacii v učebnoj rabote škol'nika* (Generalized associations in the child's school work). Moskva, Izd-vo APN RSFSR, 1959. 303 p.

On the basis of the analysis of the mental operations performed in solving algebraic examples and problems, and standard arithmetical problems, carrying out certain orthographical exercises and drawing conclusions from the given premises, a new classification of associations is proposed including certain generalized (variational) associations not hitherto noted. Bibliography (131 titles, in Russian and foreign languages), p. 296-9.

- 290 SMIRNOV, A. A., ed. *Voprosy psikhologii pamjati* (The psychology of memory). Collection of articles. Moskva, Izd-vo APN RSFSR, 1958. 216 p.

Collection of data of experimental research on the conditions essential for successful memorizing and for developing children's memory, with particular reference to the development of intelligent memorizing and to the use of visual media in developing memory processes. Bibliographies.

- 291 —, et al., eds. *Psikhologija. Učebnik dlja pedagogičeskikh institutov* (Psychology. Textbook for pedagogical institutes). Moskva, Učpedgiz, 1956. 575 p.

Describes the latest achievement of psychological science and makes use of material derived from the most recently published experimental research papers. Devotes considerable attention to the psychological characteristics of children in different age groups.

- 292 SOVEŠČANJE PO PSIHOLOGII (1-6 ijulja 1955 g.) *Materialy*. (Material presented at the symposium on psychology, 1-6 July 1955). Moskva, Izdatel'stvo APN RSFSR, 1957. 731 p.

Indicates the general level of research work and deals specifically with the problems of the psychology of the individual, educational psychology, the psychological mechanisms of human mental activity, sensations and perceptions, mental development of children of pre-primary and school age, the psychology of work and sports activities, the problem of objectives, as well as with questions of pathopsychology, special education and problems relating to the study of animal behaviour.

- 293 *Sovetskaja psihologičeskaja nauka za 40 let* (Forty years of Soviet psychological science), ed. by G. S. Kostjuk. Kiev, Radjans'ka škola, 1958. 479 p. (Ministerstvo prosvěščenija USSR. Naučno-issledovatel'skij institut psikhologii. Učenyje zapiski. Tom VIII). In Ukrainian.

Collection of articles designed to illustrate the achievements over the past 40 years of Soviet psychologists and representatives of adjacent fields of knowledge in studying a number of basic problems of psychology (problem of sensory perception, questions of the psychology of concentration, study of the nature of the memory, problems of educational psychology, etc.). Appended to the articles is an extensive bibliography in Russian and Ukrainian (2,768 titles).

- 294 VOLOKITINA, M. N. *Očerki psikhologii mladših škol'nikov* (Notes on the psychology of the youngest school children). Moskva, Izd-vo APN RSFSR, 1955. 214 p.

The author deals with the training of children with a view to instilling in them a sense of duty and a responsible attitude to their school work; deals with the special features of children's independent homework and the necessity for an individual approach to children in teaching and training them. Based on research done in Moscow schools and on observation of children in their homes.

- 295 VYGOTSKIJ, Lev Semenovič. *Izbrannye psihologičeskie issledovanija* (Selection of psychological research data). *Myšlenie i reč'. Problemy psihologičeskogo razvitiia rebenka* (Thinking and speech. Problems of children's psychological development). Moskva, Izd-vo APN RSFSR, 1956. 519 p.

Edited and with introduction by A. N. Leont'ev and A. R. Lurija, p. 4-36. Contains the most important of the published works of this eminent Soviet psychologist, dealing with problems of the higher psychological functions and with the problem of the relations between education and development in normal and abnormal children.

Methods of teaching individual school subjects

- 296 ANDREEVSKAJA, N. V. *Očerki metodiki istorii V-VII klassa* (Survey of methods of teaching history in grades V-VII). Leningrad, Učpedgiz, 1958. 287 p. On p. 267-8: 'Čto čitat' učitelju V-VII klassov po istorii' (What the teacher of grades V to VII must read in history).

- 297 ANDREEVSKAJA-LEVENSTERN, L. S.; MIHAJLOVA, O. Ė. *Metodika prepodavanija francuzskogo jazyka v srednej škole* (Method of teaching French in secondary schools). Moskva, Učpedgiz, 1958. 424 p.

- 298 ARAKIN, V. D. *Metodika prepodavanija anglijskogo jazyka v V-VII klassah* (Method of teaching English in grades V-VII). Moskva, Izd-vo APN RSFSR, 1950. 324 p.

Edited, with an introduction, by I. V. Karpov and I. V. Rahmanov.

- 299 —. *Metodika prepodavanija anglijskogo jazyka v VIII-X klassah* (Method of teaching English in grades VIII-X). Moskva, Izd-vo APN RSFSR, 1948. 372 p.

- 300 AUKUM, A.; EPIFANOV, L. *Voprosy organizacii proizvodstvennogo obučenija učaščihsja, metodičeskie materialy* (Problems of the organization of production training of pupils, studies on methods). Riga, 1959. 55 p.

A brief summary of the exchange of experience between directors of schools in Riga, Yelgava, Daugavpils and Liepaja and leaders of production training; a summing-up of observations made in these schools during the 1958/59 school year.

- 301 BABENKO, A. K.; ROSENBERG, M. I. *Očerki po metodike prepodavanija fiziki; VIII-X klassy srednej školy* (Survey of methods of teaching physics; grades VIII-X of secondary schools), 2nd ed., rev. Kiev, Rad. škola, 1955. 328 p. In Ukrainian.

Part 1: Mechanics.

- 302 BARANSKIJ, Nikolaj Nikolaevič. *Ėkonomičeskaja geografija v srednej škole. Ėkonomičeskaja geografija v vyššej škole* (Economic geography in secondary schools. Economic geography in higher schools), comp. by O. R. Nazarevskij. Moskva, Geografiz, 1957. 328 p.

Collection of articles chiefly on the method of teaching economic geography in secondary and higher schools. A list of works by N. N. Baranskij (361 titles in Russian) on p. 303-26.

- 303 —. *Istoričeskij obzor učebnikov geografii 1876-1934* (Historical survey of geography schoolbooks...). Moskva, Geografiz, 1954. 502 p.

Forms a sequel to L. Vesin's *Istoričeskij obzor učebnikov obščej i russkoj geografii, izdannyh so vremeni Petra Velikogo po 1876 god. 1710-1876* (Historical survey of schoolbooks on general and Russian geography published from the days of Peter the Great up to 1876...).

- 304 —. *Metodika prepodavanija Ėkonomičeskaj geografii. Posobie dlja učitelej* (Method of teaching economic geography. Manual for teachers). Moskva, Učpedgiz, 1960. 451 p.

Deals with methodological problems concerning economic geography (including a short account of the development of economic geography), the standard themes, various problems regarding the popularization of geographical knowledge; the training of secondary school teachers in teaching geography, and scientific research work on methods.

- 305 BELJAEV, Boris Vasil'evič. *Očerki po psihologii obučenija inostrannym jazykam. Posobie dlja učitelej inostran. jazykov i studentov jazykovykh pedvuzov* (Notes on the psychology of teaching foreign languages. A manual for foreign language teachers and for students of higher language teaching schools). Moskva, Učpedgiz, 1959. 174 p.

Bibliography (51 titles in Russian), p. 170-3.

- 306 BELOUSOV, V. P., et al. *Uroki po mašinovedeniju v VIII klasse srednej školy; metodičeskoe posobie dlja prepodavatelej* (Lessons regarding machinery in grade VIII of secondary schools, a handbook on method for teachers). Moskva, Učpedgiz, 1958. 224 p.

- 307 BEL'SKAJA, Elena Mihajlovna. *Metodika ispol'zovanija mestnogo materiala v prepodavanii botaniki v školah Uzbekistana* (Methods of using local materials in the teaching of botany in Uzbekistan schools). Taškent, Učpedgiz UzSSR, 1958. 219 p.

Sums up the author's many years of experience and contains a detailed programme of lessons for the botany course in schools.

- 308 BEN'JAMINOV, M. R. *Zadači i praktičeskie raboty po matematike na materialah hlopkovodstva. Posobie dlja učitelja* (Mathematical problems and practical mathematical exercises in relation to cotton growing; a manual for teachers), ed. by A. L. Perel'dik. Taškent, Učpedgiz UzSSR, 1959. 64 p.

In accordance with the Law on the Reorganization of Schools, this book contains arithmetical, algebraic and geometrical problems and practical exercises designed to help pupils to become familiar with characteristic aspects of raw cotton production, and to acquire working skills in the various kinds of operations connected with cotton growing.

- 309 BEREZANSKAJA, Elizaveta Savel'evna. *Metodika arifmetiki. Posobie dlja učitelej (srednej školy)*. (Method of teaching arithmetic. Manual for secondary school teachers), 5th ed., rev. Moskva, Učpedgiz, 1955. 542 p.

Edition including larger section on teaching methods generally. Raises various problems of polytechnical training in connexion with the teaching of arithmetic; contains also a number of alterations made at the request of teachers. Bibliography (37 titles in Russian), p. 537-8.

- 310 BIBIK, A. E. *Metodika prepodavanja geografii častej sveta. Posobie dlja učitelej srednej školy* (Method of teaching the geography of the different parts of the world. Manual for secondary school teachers). Moskva, Učpedgiz, 1952. 160 p.
- 311 BOGDANOVA, Lidija Aleksandrovna. *Metodika prepodavanja geografii v načal'noj škole. Posobie dlja učitelej* (Method of teaching geography in elementary schools. Handbook for teachers), 2nd ed. Moskva, Učpedgiz, 1959. 210 p.
- 312 BORISOV, Ivan Nikolaevič. *Metodika prepodavanja himii v srednej škole* (Method of teaching chemistry in secondary schools). Moskva, Učpedgiz, 1956. 462 p.
Deals with general problems concerning the method of teaching chemistry, and with the fundamentals of the chemistry curriculum method in secondary schools. Light is thrown, in particular, on the teaching and training tasks confronting the chemistry teacher and on the planning of school work; a survey of textbooks and manuals is included. A bibliography at the end of each section.
- 313 BRADIS, Vladimir Modestovič. *Metodika prepodavanja matematiki v srednej škole. (Učebnoe posobie dlja pedagogičeskikh institutov i gosudarstvennykh universitetov)* (Method of teaching mathematics in secondary schools. Teaching manual for teacher training institutes and State universities.), 3rd ed., edited by A. I. Markuševič. Moskva, Učpedgiz, 1954. 504 p.
- 314 BRUNOVI, Evgenija Pavlovna. *Metodika prepodavanja anatomii i fiziologii čeloveka* (Method of teaching human anatomy and physiology). Moskva, APN RSFSR, 1954. 480 p. Bibliography: p. 473-8.
- 315 —. *Zadači i metody prepodavanja anatomii i fiziologii čeloveka na osnove učenija I. P. Pavlova* (The problems and methods of teaching human anatomy and physiology on the basis of I. P. Pavlov's teachings). Taškent, Učpedgiz UzSSR, 1955. 175 p. In Uzbek.
- 316 CETLIN, Valentina Samojlovna. *Metodika prepodavanja francuzskogo jazyka v VIII-X klassah* (Method of teaching French in grades VIII-X). Moskva, Izd. APN RSFSR, 1955. 400 p.
- 317 ČUBINIDZE, Šalva. *Oznakomlenie s osnovami sel'skogo hozjajstva v svjazi s prepodavanijem biologii* (Introduction to the fundamentals of agriculture in connexion with the teaching of biology). Tbilisi, Izd. Instituta, 1955. 116 p. In Georgian.
- 318 DARINSKIJ, A. V. *Metodika prepodavanja geografii; učebnoe posobie dlja pedagogičeskikh institutov* (Method of teaching geography, a manual for teacher training institutes). Moskva, Učpedgiz, 1958. 415 p. Bibliography at end of each chapter.
- 319 DUKUR, K. V. *Voprosy metodiki arifmetiki* (Questions relating to the method of arithmetic teaching). Riga, 1957. 79 p. In Latvian.
- 320 DŽUMANJAZOV, R. *Kratkij bibliografičeskij ukazatel' literatury po jazykoznaniju* (Short bibliographical index of literature on linguistics). Taškent, Izd. Akademii Nauk UzSSR, 1956. 143 p.
Includes books, articles from newspapers and periodicals, and extracts from collections of articles in Russian, Uzbek and other Soviet languages for the period 1950-52.
- 321 EFIMOVA, A. A.; KORINSKAJA, V. A. *Metodika prepodavanja fizičeskoj geografii častej sveta; VI klass* (Method of teaching the physical geography of different parts of the world. Grade VI). Moskva, Izd. APN RSFSR, 1957. 244 p.
- 322 GAJLE, M., et al. *Metodika latyšskoj literatury* (Method of teaching Latvian literature). Riga, Latgosizdat, 1960. 259 p. In Latvian.
- 323 GERASIMOVA, Tat'jana Pavlovna. *Metodika prepodavanja načal'nogo kursa fizičeskoj geografii v V klasse* (Method of teaching the elementary course of physical geography in grade V). Moskva, Izd. APN RSFSR, 1958. 336 p.
- 324 GLORIOZOV, P. A., et al. *Voprosy politehničeskogo obučenija v prepodavanii himii* (Problems of polytechnical training in the teaching of chemistry), ed. by S. G. Šapovalenko. Moskva, Izd. APN RSFSR, 1957. 426 p.
Raises general questions of polytechnical training in connexion with the teaching of chemistry, discusses the method of studying certain chemical industries in the course of chemistry lessons, and giving pupils a general idea of chemical production. Bibliography for teacher and for pupil, p. 421-3.
- 325 GOLUBKOV, Vasilij Vasil'evič. *Metodika prepodavanja literatury. Učebnoe posobie dlja pedagogičeskikh vuzov* (Method of teaching literature: manual for higher teacher training institutes), 6th ed., rev., enl. Moskva, Učpedgiz, 1955. 460 p.
- 326 GORJAČKIN, Evgenij Nikolaevič. *Metodika prepodavanja fiziki v semiletnej škole. Posobie dlja učitelej* (Method of teaching physics in the seven-year school. Manual for teachers). Moskva, Učpedgiz, 1955. Vol. 4. Drawings and diagrams for physics lessons, 264 p.

This manual is applicable to the curriculum of grades VI-VII, but may also be used in the teaching of physics in grades VIII-X.

- 327 IGNAT'EV, V. A.; PČELKO, A. S.; ŠOR, Ja. A. *Metodika prepodavanija arifmetiki v načal'noj škole. Posobie dlja pedagogičeskikh učilišč* (Method of teaching arithmetic in primary schools. A handbook for teacher training schools). Moskva, Učpedgiz, 1956. 244 p., illus.

The method of teaching arithmetic and the significance of this subject; arithmetic as the foundation for polytechnical training; the organization of the teaching of arithmetic; certain problems of method; a brief historical survey of the method of teaching arithmetic in pre-Revolutionary Russia and in Soviet Schools. Bibliography (20 titles in Russian), p. 243.

- 328 INSTITUT PEDAGOGIČESKIH NAUK MINISTERSTVA PROSVEŠČENIJA GRUZ SSR (Institute of Pedagogical Sciences of the Ministry of Education of the Georgian S.S.R.). *Bibliografija gruzinskogo bukvarja* (Bibliography of Georgian ABC books) 1629-1955, 2nd enl. ed., comp. by M. A. Abramija, et al. Tbilisi, Izd. Instituta, 1957. 136 p. In Georgian.

- 329 IVANOVA, Aleksandra Mihajlovna. *Prepodavanie botaniki v škole sel'skoj molodeži* (The teaching of botany in rural youth schools). Moskva, Izd. APN RSFSR, 1956. 147 p.

Methods and devices in the teaching of botany in rural youth schools; the planning of teaching; methods of dividing subjects by lessons. Literature for the teacher (10 titles), p. 146.

- 330 ——. *Prepodavanie osnov darvinizma v škole rabočej molodeži. Metodičeskoe posobie dlja učitelja* (The teaching of the fundamentals of Darwinism in young workers' schools. A methodical handbook for teachers). Moskva, Izd. APN RSFSR, 1956. 160 p.

The content and problems of the course on the fundamentals of Darwinism, the planning of the curriculum, description of a lesson, and systematic elaboration of five subjects.

- 331 ——. *Prepodavanie zoologii v školah rabočej molodeži. Metodičeskoe posobie dlja učitelej* (The teaching of zoology in young workers' schools. A handbook on method for teachers). Moskva, Izd. APN RSFSR, 1955. 156 p.

The aims of the zoology course in young workers' schools, the planning of the curriculum, and of the lessons, instructions for teaching the various subjects in grades VI-VII.

- 332 JAGODOVSKIJ, Konstantin Pavlovič. *Voprosy obščej metodiki estestvoznanija* (Problems of general methodology in the teaching of natural sciences), 2nd ed. enl., edited by M. N. Skatkin. Moskva, Učpedgiz, 1954. 276 p.

- 333 JAŠVILI, Š. I. *Materialy po istorii prepodavanija matematiki v školah Gruzinskoj SSR* (Materials on the history of the teaching of mathematics in schools of the Georgian S.S.R.) 1921-51. Tbilisi, Izd. Instituta, 1955. 92 p. In Georgian.

- 334 KANONYKIN, Nikolaj Pavlovič; ŠČERBAKOVA, Nina Aleksandrovna. *Metodika prepodavanija russkogo jazyka v načal'noj škole. Posobie dlja učitelej načal'noj školy* (Method of teaching Russian in primary schools: a handbook for primary school teachers), 5th ed., rev. Leningrad, Učpedgiz, Leningradskoe otdelenie, 1955. 644 p.

- 335 KARCOV, Vladimir Gennadijevič. *Metodika prepodavanija istorii v načal'noj škole. Učebnik dlja pedagogičeskikh učilišč* (Method of teaching history in primary schools. Textbook for teacher training institutes), 2nd ed. Moskva, Učpedgiz, 1959. 172 p.

- 336 ——. *Očerki metodiki obučeniya istorii SSSR v VIII-X klassah. Iz opyta raboty* (Notes on the method of teaching the history of the U.S.S.R. in grades VIII-X. On working experience), 2nd rev. ed. Moskva, Učpedgiz, 1955. 184 p.

Basic literature on the method of teaching the history of the U.S.S.R.: p. 183-4.

- 337 KARPOV, I. V.; RAHMANOV, I. V., eds. *Metodika načal'nogo obučeniya inostrannym jazykam* (Method of the elementary teaching of foreign languages). Moskva, Izd. APN RSFSR, 1957. 532 p.

- 338 *Katalog naučno-metodičeskoj literatury i žurnal'nyh statej, izdannyh Naučno-issledovatel'skim institutom škol Ministersiva prosveščeniya Tadžikskoj SSR* (Catalogue of literature on scientific methods and review articles published by the Scientific Research Institute for Schools, Ministry of Education of the Tadžik S.S.R.), comp. by L. Bumatin. Stalinabad, 1957. 49 p. Parallel Russian and Tadžik texts.

- 339 KIRJUŠKIN, Dmitrij Maksimovič. *Metodika prepodavanija himii v srednej škole. Posobie dlja učitelej* (Method of teaching chemistry in secondary schools. A teachers' manual), rev. ed. Moskva, Učpedgiz, 1958. 611 p.

Literature for the teacher on p. 603-6.

- 340 KORINSKAJA, Valentina Alekseevna; EFIMOVA, Aleksandra Afanas'evna. *Politehničeskoe obučenie v opyte učitelej geografii* (Polytechnical training in the experience of geography teachers). Moskva, Izd. APN RSFSR, 1956. 136 p.

Cover title: The working experience of geography teachers. Polytechnical training comprised in courses on the physical and economic geography of the U.S.S.R.

- 341 KORONOVSKIJ, V. N.; KUZNECOVA, Z. I., eds. *Fizičeskoe vospitanie* (Physical training). Moskva, Izdatel'stvo APN RSFSR, 1959. 280 p.

The compendium contains articles on current questions of physical education (primary and pre-primary), with particular reference to outstanding experience in giving PT lessons and research work on the development of organized school travel. Some of the articles have bibliographies (117 titles).

- 342 KOZYR', I. V.; SUVOROVA, P. I.; CUZMER, A. M. *Metodika prepodavanja anatomii i fiziologii čeloveka. Posobie dlja učitelej srednej školy* (Method of teaching human anatomy and physiology. Manual for secondary school teachers). Moskva, Učpedgiz, 1954. 248 p.

- 343 KRYLOV, Konstantin Rodionovič. *Elementy sel'sko-hozjajstvennoj tehniky v prepodavanii fiziki* (The fundamentals of agricultural technology in the teaching of physics), 2nd ed., rev., enl. Moskva, Učpedgiz, 1955. 271 p.

The material of this book is taken from agricultural and allied branches of science, and is arranged according to the sequence and system followed in the teaching of physics in school. This handbook for physics teachers, especially in rural schools, may be used at different stages of instruction. Bibliography (44 titles in Russian), p. 267-9.

- 344 LJAPUNOV, B. V. *Čto čitat' škol'nikam po fizike i tehnike* (What should schoolchildren read on physics and technology?), 2nd rev. ed. Moskva, Detgiz, 1958. 176 p.

An annotated index of popular scientific literature. An aid to supervisors of children's reading—teachers, librarians and pioneer leaders.

- 345 LUBANIETE, Z. P., et al. *Metodika prepodavanja latyšskogo jazyka v I-IV klassah* (Method of teaching the Latvian language in grades I-IV). Riga, Latgosizdat, 1957. 574 p. In Latvian.

- 346 *Matematika v škole. . . Tematičeskij ukazatel' statej, pomeščennyh v žurnale za period s 1938 goda do 1959 goda* (Mathematics in schools. . . Index by subjects of articles published in the magazine during the 1938-59 period), comp. by A. K. Ajzenberg. Stalinabad, 1959. 89 p.

- 347 MATRUSOV, Ivan Stepanovič; NIZOVA, Alla Mihajlovna. *Metodika prepodavanja fizičeskoj geografii SSSR, VII klass* (Method of teaching the physical geography of the U.S.S.R., grade VII). Moskva, Izd. APN RSFSR, 1958. 278 p.

- 348 MAZURKEVIČ, O. R. 'Bibliografija rabot po metodike literatury, opublikovannyh na Ukraine za 40 let' (Bibliography of writings on the literature method

published in the Ukraine in the last 40 years). 'Učenyje zapiski' (Annals). In: Naučno-issledovatel'skij institut pedagogiki USSR, *Filologičeskaja serija*, t. 9, vol. 2, 1958, p. 573-606. In Ukrainian.

- 349 MEL'NIKOV, Mihail Ivanovič. *Metodika prepodavanja osnov darvinizma. Kniga dlja učitelej biologii srednej školy* (Method of teaching the fundamentals of Darwinism. A book for teachers of biology in secondary schools). Moskva, Izd. APN RSFSR, 1953. 292 p.

Bibliography of literature for the teacher and for pupils on p. 289-92.

- 350 NABOKOV, Mihail Evgen'evič. *Metodika prepodavanja astronomii v srednej škole* (Method of teaching astronomy in secondary schools), 2nd ed. Moskva, Učpedgiz, 1955. 214 p.

On astronomy as a school subject, aims and methods of teaching it in secondary schools, carrying out astronomical observations at school, teacher's training for this course, visual teaching aids, methods of explaining astronomy. An index of literature on the method of teaching astronomy (259 titles in Russian), p. 199-209.

- 351 PČELKO, A. S. *Metodika prepodavanja arifmetiki v načal'noj škole. Posobie dlja učitelej* (Method of teaching arithmetic in primary schools. A teachers' manual), 5th ed. Moskva, Učpedgiz, 1953. 392 p.

- 352 PETROV, V. P.; ŠEJMAN, L. A.; KUČERENKO, N. S. *Voprosy prepodavanja russkogo jazyka i literatury v kirgizskoj škole* (The problems of teaching Russian language and literature in Kirghiz schools). Frunze, 1959. 147 p.

A brief annotated list of books and articles (359 titles) to help teachers; deals chiefly with literature between 1948 and 1958. The index, which is in the nature of recommended reading, was compiled by the Russian language and literature section of the Kirghiz Scientific Research Institute of Pedagogics.

- 353 POPOVA, Natalija Sergeevna. *Metodika prepodavanja arifmetiki v načal'noj škole. Posobie dlja učitelej* (Method of teaching arithmetic in primary schools. A teachers' manual). Leningrad, Učpedgiz, Leningradskoe otdelenie, 1955. 403 p.

- 354 RAHMANOV, I. V. *Metodika obučenija nemeckomu jazyku v VIII-X klassah* (Method of teaching German in grades VIII-X). Moskva, Izd. APN RSFSR, 1956. 343 p.

Contains list of books for independent reading in German. Books on method, p. 328-41.

- 355 REDOZUBOV, Sergej Polikarpovič. *Metodika russkogo jazyka v načal'noj škole* (Method of teaching Russian in primary schools), 4th rev. ed. Moskva, Učpedgiz, 1955. 375 p.

- 356 REDOZUBOV, Sergej Polikarpovič. *Obučenie gramote. Rukovodstvo dlja učitelej načal'noj školy* (Teaching to read and write: a handbook for primary school teachers), 5th ed. Moskva, Učpedgiz, 1959. 144 p.
- 357 —, et al. *Metodičeskoe rukovodstvo k bukvarju* (Handbook on methods for the use of ABC books), 5th ed. Moskva, Učpedgiz, 1958. 188 p.
- 358 REZNIKOV, L. I.; ĖVENČIK, Ė. E.; JUS'KOVIČ, V. F. *Metodika prepodavanija fiziki v srednej škole* (v 4-h tomah) (Method of teaching physics in secondary schools, in 4 volumes), ed. by B. M. Javorskij. Moskva, Izd. APN RSFSR, 1958. Vol. I: Mechanics, 287 p.
- 359 ROTKOVIČ, Ja. A. *Hrestomatija po istorii metodiki prepodavanija literatury* (Anthology on the history of methods in the teaching of literature). Moskva, Učpedgiz, 1956. 415 p.
Writings by outstanding Russian experts in educational methodology, and views expressed by some of the greatest representatives of political and social thought on the methods of teaching literature. Bibliography, p. 390-7.
- 360 RYKOV, Nikolaj Aleksandrovič. *Metodika prepodavanija zoologii. Posobie dlja učitelej* (Method of teaching zoology. A handbook for teachers), 3rd ed., rev., enl. Leningrad, Učpedgiz, Leningradskoe otdelenie, 1957. 512 p.
Includes literature for out-of-class reading in zoology and literature for the teacher, p. 496-502.
- 361 ŠALAEV, V. F. *Metodika prepodavanija estestvoznaniya. Učebnik dlja učitel'skikh institutov* (Method of teaching natural sciences. A textbook for teacher training institutes), 3rd ed. Moskva, Učpedgiz, 1954. 288 p.
Bibliography (53 titles), p. 284-6.
- 362 —. *Politehničeskoe obučenie v svjazi s kursom biologii* (Polytechnical instruction in connexion with the biology course). Moskva, Izd. APN RSFSR, 1956. 176 p.
Polytechnical instruction in the process of teaching botany, zoology and the fundamentals of Darwinism; problems of hygiene and the protection of labour in the course of lessons on human anatomy and physiology.
- 363 SALISTRA, Isaak Davydovič. *Metodika obučenija nemeckomu jazyku v srednej škole* (Method of teaching German in secondary schools). Moskva, Učpedgiz, 1958. 324 p. Bibliography, p. 315-20.
- 364 SAMOJLOV, Innokentij Ivanovič. *Metodika obučenija ekonomičeskoj geografii SSSR* (Method of teaching the economic geography of the U.S.S.R.). Moskva, Izd. APN RSFSR, 1960. 398 p.
An analysis of the teacher's activity in class and of the mastery of the subject by the pupils, relations between teacher and pupils, the system of lessons in the teaching of the economic geography of the U.S.S.R.
- 365 ŠAPOVALENKO, S. G.; GLORIOZOV, P. A. *Metodika prepodavanija himii v semiletnej škole* (Method of teaching chemistry in seven-year schools). Moskva/Leningrad, Izd. APN RSFSR, 1948. 296 p.
- 366 ŠČEPETOVA, Nina Nikolaevna. *Metodika čtenija v načal'noj škole. Posobie dlja učitelej* (Method of teaching reading in primary schools. A handbook for teachers), 4th ed. Moskva, Učpedgiz, 1958. 226 p.
- 367 ŠČUKIN, Sergej Vasil'evič. *Opytničeskaja rabota učaščihsja obščeeobrazovatel'noj školy* (Experimental work by pupils of general education schools). Moskva, Izd. APN RSFSR, 1960. 304 p.
The content, method and organization of experimental work done by pupils with cereal or vegetable crops either on the school experimental plot or on farms. Includes a summary of the successful results achieved by schools, by groups of young nature lovers, by pupils' agricultural production teams, and by experimental farms attached to schools in various areas of the RSFSR. Bibliography (17 titles in Russian), p. 303.
- 368 ŠIBANOV, A. A. *Obučenie ručnomu trudu v načal'noj škole. Sbornik statej* (The teaching of manual work in primary schools. Collection of articles). Moskva, Izd. APN RSFSR, 1958. 94 p.
Twelve articles, dealing with the organization of studies, the method of conducting lessons, preparatory work to be done by teachers for these lessons, work on experimental plots; the educational moral value of performing manual work; specimen lessons, etc.
- 369 SKATKIN, Mihail Nikolaevič. *Metodika prepodavanija estestvoznaniya v načal'nykh klassakh. Učebnik dlja pedagogičeskikh učilišč* (Method of teaching natural sciences in the lowest grades. Textbook for teacher training institutes), 2nd ed. Moskva, Učpedgiz, 1959. 214 p. Bibliography, p. 205-9.
- 370 SKAZKIN, S. D., ed. *Vseobščaja istorija. Annotirovannyj ukazatel' literatury dlja učitelej srednej školy* (General history. An annotated index of literature for secondary school teachers), comp. by B. Ja. Galina, et al. Moskva, Učpedgiz, 1955. 280 p.
Ancient History. Mediaeval History. Modern History.
- 371 SOKOLOV, Ivan Ivanovič. *Metodika prepodavanija fiziki v srednej škole* (Method of teaching physics in secondary schools), 4th rev. ed. Moskva, Učpedgiz, 1959. 374 p.
A methodological examination of various subjects forming part of the physics curriculum. Bibliography, in Russian, at end of each chapter and in the body of the text.
- 372 STEBLEV, Nikolaj Mihajlovič. *Uroki po izučeniju avtomobilja v srednej škole. Posobie dlja učitelej* (Secondary school lessons in the study of the automobile).

- A teachers' handbook). Moskva, Učpedgiz, 1958. 174 p.
- 373 ŠUL'GA, I. K. *Očerki po istorii škol'nogo estestvoznaniia v Rossii* (Notes on the history of natural science teaching in schools in Russia). Kiev, Rad. škola, 1955. 292 p. In Ukrainian.
- 374 TEKUČEV, Aleksej Vasil'evič. *Metodika prepodavaniia russkogo jazyka v srednej škole. Učebnik dlja vyšših pedagogičeskikh učebnykh zavedenij* (Method of teaching Russian in secondary schools. A textbook for higher teacher training institutes). Moskva, Učpedgiz, 1958. 528 p.
Bibliography at end of each section.
- 375 TETJUREV, Vladimir Alekseevič. *Metody obučeniia biologii v srednej škole* (Method of teaching biology in secondary schools). Moskva, Učpedgiz, 1960. 174 p.
Meaning of teaching method; discussion of teaching methods in writing dealing with general didactics and with methods of teaching natural sciences; methods in the teaching of biology; factors determining a biology teacher's choice of any particular method. Bibliography (71 titles in Russian), p. 170-3.
- TRUTNEVA, Marija Pavlovna. *Organizacija i metody raboty v školah rabočej molodeži, metodičeskoe posobie* [169].
- 376 UŠAKOV, Mihail Alekseevič. *Rukovodstvo k praktikumu po elektrotehnike. Posobie dlja učitelja* (Handbook for practical work in electrical engineering. A manual for teachers). Moskva, Učpedgiz, 1958. 166 p.
- 377 VAGIN, Aleksej Alekseevič; SPERANSKAJA, Nadežda Vladimirovna. *Osnovnye voprosy metodiki prepodavaniia istorii v starših klassah. Posobie dlja učitelja* (Basic problems of the method of teaching history in the higher grades. A teacher's manual). Moskva, Učpedgiz, 1959. 436 p.
Content of the history course in the higher grades, and its educational and ideological aims and problems. The teacher's spoken word, visual aids and books in the teaching of history in these higher grades. The history lesson. Guidance to be given to pupils in their independent work on history. Bibliography (85 titles), p. 424-7.
- 378 VERAKSO, V. A. *Politehničeskoe obučenie i vneklassnaja rabota po himii v srednej škole* (Polytechnical training and out-of-class work in chemistry in secondary schools), 2nd ed., rev., enl. Kiev, Rad. škola, 1956. 100 p. Bibliography. In Ukrainian.
- 379 VERZILIN, Nikolaj Mihailovič. *Osnovy metodiki prepodavaniia botaniki* (Fundamentals of the method of botany teaching). Moskva, Izd. APN RSFSR, 1955. 820 p.
Bibliography, p. 817-18 and at end of each chapter.
- 380 —, et al. *Metodika raboty s učaščimisja na škol'nom učebno-opyt'nom učastke* (Method of working with pupils on the school experimental plot). Moskva, Izd. APN RSFSR, 1956. 686 p.
Deals with the tasks given to pupils, the organization of lessons on the experimental plot and the use in class of the results achieved there, plans for organizing such plots, etc. The first book on the method of working on school plots, it is intended both for teachers (section on method) and pupils (tasks specially designed for them). Bibliography (114 titles in Russian), p. 672-6.
- 381 *Voprosy metodiki prepodavaniia inostrannykh jazykov v školah Uzbekistana, sbornik statej* (The problems of teaching foreign languages in the schools of Uzbekistan. Collection of articles). Taškent, Učpedgiz UzSSR, 1957. 146 p.
The articles included in this collection deal chiefly with the experience of teaching foreign languages (German, English and French) in schools in Uzbekistan.
- 382 *Voprosy metodiki prepodavaniia russkogo jazyka učaščimisja-uzbekam. Sbornik statej* (Problems of the method of teaching Uzbek pupils the Russian language. Collection of articles). Taškent, Učpedgiz UzSSR, 1955. 172 p.
Articles on problems concerning the teaching of Russian in school groups in the higher educational establishments of Uzbekistan.
- 383 VYDRO, E. D. *Učenie I. P. Pavlova, osnova prepodavaniia anatomii i fiziologii čeloveka v škole. Posobie dlja učitelej srednej školy* (I. P. Pavlov's teaching, the basis for teaching human anatomy and physiology in schools. A manual for secondary school teachers). Kiev, Rad. škola, 1956. 100 p. In Ukrainian.
- 384 ŽILKINA, Aleksandra Dmitrievna; ŽILKIN, Viktor Fedorovič. *Ručnoj trud v načal'noj škole* (Handwork in elementary schools), 2nd ed. Moskva, Učpedgiz, 1958. 231 p.
Work with paper and cardboard, clay, plasticine and papier mâché; work on fabrics, knitting and basketwork; technical modelling.
- 385 ZITOMIROVA, N. N. *Čto čitat' po istorii škol'nikam 5-7-h klassov?* (What kind of history books should be read by schoolchildren of grades V-VII?), 2nd ed., enl., rev. Leningrad, Detgiz (Leningradskoe otdelenie), 1957. 167 p.
An annotated index of books of historical fiction and popular scientific history; an aid to supervisors of children's reading—teachers, librarians and pioneer leaders.
- 386 ZNAMENSKII, Petr Alekseevič. *Metodika prepodavaniia fiziki v srednej škole* (Method of teaching physics in secondary schools), 3rd ed. Leningrad, Učpedgiz, Leningradskoe otdelenie, 1955. 552 p.
Bibliography (43 titles), p. 542-3.

Special education

- 387 D'JAČKOV, Aleksej Ivanovič. *Vospitanie i obučenie gluhonemyh detej* (The education and teaching of deaf and dumb children). Moskva, Izd-vo APN RSFSR, 1957. 348 p.

The main stages in the education of deaf and dumb children in the countries of Western Europe (ancient times, Middle Ages, modern), in Russia and in the U.S.S.R. Bibliography (437 titles, in Russian and foreign languages), p. 336-47. [See also 397.]

- 388 HVATCEV, Mihail Efimovič. *Logopedičeskaja rabota s det'mi doškolo'nogo vozrasta* (Speech correction work with pre-primary age children). Moskva, Učpedgiz, 1957. 188 p.

Handbook for methodologists and educators working in kindergartens. The handbook can be used in establishments for pre-primary children suffering from speech defects, and by parents. The author sets out to give a 'system of scientifically evolved methods for overcoming normal and pathological speech defects in children in kindergartens'. Bibliography (10 titles in Russian), p. 187.

- 389 —. *Logopedija. Posobie dlja studentov pedagogičeskikh institutov i učitelej special'nyh škol* (Speech correction. Handbook for students of pedagogical institutes and for teachers in special schools), 5th ed. Moskva, Učpedgiz, 1959. 476 p.

Deals with the subject, methods, aims and tasks of speech correction, methods for prevention of speech defects, tongue-tied children, disturbances in speech rhythm and tempo, speech defects due to organic disturbances of the cortex of the brain, voice defects, speech and voice disturbances due to psychogenic trauma without organic brain defect. Discusses characteristics of defects of speech and of speech correction work with mentally retarded and blind children, as well as the organization of speech correction work.

- 390 *Iz opyta obučenija i vospitanija slabovidjaščih detej v škole-internate* (Experience acquired in teaching and educating children with defective sight in boarding schools), ed. by M. I. Zemcova and E. F. Popova. Moskva, Izd-vo APN RSFSR, 1959. 167 p.

Collection of articles. Methods of teaching and of organizing work with children with defective eyesight in boarding schools. Hygiene and prophylactic measures, vocational training of these children and finding them work. Bibliography (57 titles in Russian and foreign languages), p. 39-41, 138.

- 391 KAŠE, G. A., et al. *Ispravlenie nedostatkov proiznošenija, čtenija i pis'ma učaščihsja* (The correction of pupils' faults in pronunciation, reading and writing), ed. by R. E. Levina. Moskva, Učpedgiz, 1960. 2 vols.

Practical guide for specialists in speech correction in grades I-II, also for teachers giving supplementary lessons to children who, due to speech defects, are backward in the Russian language.

- 392 *Kniga dlja učitelej vspomogatel'noj školy* (Handbook for teachers in special schools), 2nd ed., ed. by G. M. Dul'nev. Moskva, Učpedgiz, 1959. 448 p.

Description and analysis of the characteristics of the defects displayed by specific clinical groups of children; basic problems of teaching these children the Russian language, arithmetic and natural sciences, and giving them labour training; co-operation between the school and the family; organization of teaching; treatment and prophylactic work in special schools.

- 393 LEJTES, Natan Semenovič. *Ob umstvennoj odarenosti. Psihologičeskie harakteristiki nekotoryh tipov škol'nikov* (Intellectual gifts. Psychological characteristics of certain types of schoolchildren), ed. by B. M. Teplov. Moskva, Izd-vo APN RSFSR, 1960. 215 p.

The aim of the special 10-year course using the biographical method, practical experiment and analysis of the products of activities is to demonstrate the existence of various types of intellectual gifts. Bibliography (98 titles in Russian and foreign languages), p. 209-14.

- 394 MIKULINA, Ekaterina Dmitrievna. *Opyt raboty s klassom vspomogatel'noj školy* (Experience of work with a class in a special school), 2nd ed., edited by N. F. Kuz'mina-Syromjatnikova. Moskva, Učpedgiz, 1959. 112 p.

The author, a well known schoolteacher of the R.S.F.S.R., describes the application of her teaching methods and the results achieved. She pays special attention to the problem of finding work for pupils of special schools.

- 395 MINISTERSTVO PROSVEŠČENIJA UKRAINSKOJ SSR. NAUČNO-ISSLEDOVATEL'SKIJ INSTITUT PEDAGOGIKI. OTDEL SPECIAL'NOJ PEDAGOGIKI (Pedagogical Education Institute. Special Education Section). *Učebno-vospitatel'naja rabota v special'nyh školah* (Teaching and educational work in special schools). Kiev, Radjans'ka škola, 1959. 131 p. In Ukrainian.

- 396 NAUČNAJA SESSIJA PO DEFEKTOLOGII. VTORAJA (Scientific session on mental and physical deficiencies. Second). *Trudy* (Records), ed. by A. I. D'jačkov and V. I. Lubovskij. Moskva, Izd-vo APN RSFSR, 1959. 212 p.

These reports, presented at the session held in Moscow from 25 to 27 March 1958, deal with research done in the field of speech correction and education of the deaf, blind and mentally deficient, with the teaching and education of abnormal children and their special psychological and physiological characteristics, and with methods for teaching these children.

- 397 *Obučenie i vospitanie gluhih* (The education of the deaf), comp. by A. I. D'jačkov, A. D. Dobrova, Ja. A. Novikov. Moskva, Učpedgiz, 1959. 436 p.

Collection of studies. General aspects of the theory of the teaching of the deaf; teaching them to speak; articles on methods of teaching various individual subjects.

- 398 *Obučenie i vospitanie gluhonemyh detej doškolo'nogo vozrasta* (Teaching and education of deaf and dumb children of pre-primary age), ed. by

N. G. Morozova and B. D. Korsunskaja. Moskva, APN RSFSR, 1958. 219 p.

Eleven articles by scientific workers, teachers and educators, who describe and analyse the various aspects of their work in schools for deaf and dumb children. An introductory article by B. D. Korsunskaja describes the new developments in this field.

- 399 PEVZNER, Marija Semenovna. *Deti-oligofreny, izučenie detej-oligofrenov v processe ih vospitanija i obučenija* (Mentally deficient children. Study of the process of educating and training them). Moskva, Izd-vo APN RSFSR, 1959. 486 p.

Bibliography, p. 475-85 (232 titles in Russian and foreign languages).

- 400 *Podgotovka učaščihša škol slepyh k trudovoj dejatel'nosti* (Labour training in schools for the blind), ed. by M. I. Zemcova. Moskva, Izd-vo APN RSFSR, 1958. 215 p.

Collection of articles. Introduction in machine tool work and electrical engineering; work on school experimental plots in connexion with biology lessons; linking work in production training workshops with the teaching of physics, etc. Bibliography (18 titles in Russian), p. 214.

- 401 RAU, Fedor Andrejevič; RAU, Elena Fedorovna. *Vospitanie gluhego rebenka v sem'e* (The education of the deaf child in the family), 2nd ed. Moskva, Učpedgiz, 1958. 66 p.

The authors attempt to convince parents that it is possible to preserve the powers of speech of children who have become deaf, or to teach them to speak again. They describe what families should do in order to give children a general and vocational education. Bibliography (15 titles in Russian), p. 65.

- 402 —; RAU, Fedor Fedorovič. *Metodika obučenija gluheomyh proiznošeniju* (Methods of teaching pronunciation to the deaf and dumb), 4th ed. Moskva, Učpedgiz, 1959. 295 p.

Handbook for teachers in schools for the deaf and dumb and for students in the special education departments of pedagogical institutes. Bibliography (64 titles in Russian), p. 289-92.

- 403 RAU, Fedor Fedorovič. *Obučenie gluheomyh proiznošeniju* (Teaching pronunciation to the deaf and dumb). Moskva, Izd-vo APN RSFSR, 1960. 232 p.

Aims, content and methods of teaching, based on the data of experimental research. Bibliography (188 titles in Russian and foreign languages), p. 226-32.

- 404 —. *Rukovodstvo po obučeniju gluheomyh proiznošeniju v prigotovitel'nom i I klasse* (Guide to teaching pronunciation to deaf and dumb children in the preparatory grade and grade I). Moskva, Izd-vo APN RSFSR, 1960. 224 p.

- 405 SKOROHODOVA, Ol'ga Ivanovna. *Kak ja vosprinimaju i predstavljaju okružajuščij mir* (How I perceive and understand the world around me), 2nd ed. Moskva, Izd-vo APN RSFSR, 1956. 376 p.

Introductory article by I. A. Sokoljanskij. A few remarks on the blind, deaf and dumb and on the author of this book. Ol'ga Ivanovna Skorohodova became blind and deaf at the age of 5. Brought up and educated at the Kharkov home for the blind, deaf and dumb, where she received a secondary education, she is now a scientific worker in the Institute of Special Education of the R.S.F.S.R. Academy of Pedagogical Sciences.

- 406 SOKOLJANSKIJ, Ivan Afanas'evič. *Bukvar' dlja individual'nogo obučenija vzroslyh gluheomyh* (ABC book for individual teaching of deaf and dumb adults). Moskva, Učpedgiz, 1956. 132 p.

Notes on method of using the ABC book, p. 123-32. Intended for teaching the deaf and dumb alphabet to deaf and dumb people living in groups of two or three in rural areas.

- 407 *Tiflopedagogika* (Education of the blind), 2nd ed., enl., edited by B. I. Kovalenko. Moskva, Izd-vo APN RSFSR, 1956. 311 p.

Collection of the best reports (25 in all) on the education of the blind, presented at 'Pedagogical readings' at the Leningrad Institute of Pedagogy of the APN R.S.F.S.R. Deals with problems of the development and use of speech in teaching at schools for the blind, problems of experience and educational work, and the work of schools for blind adults.

- 408 *Trudy naučnoj sessii po defektologii* (Records of the scientific session on special education), ed. by A. I. D'jačkov, et al. Moskva, Izd-vo APN RSFSR, 1958. 488 p.

The reports describe the results obtained and methods used in the research conducted in recent years by Soviet scientists in the field of speech correction and of education of the deaf, the blind and the mentally deficient. Working out the content and methods of teaching in special schools is given special emphasis.

- 409 *Voprosy tiflopedagogiki* (Education of the blind), ed. by B. I. Kovalenko. Moskva, Izd-vo APN RSFSR, 1955. 232 p.

Teaching and educational work in schools for the blind. Nineteen reports submitted at 'Pedagogical readings' on the following subjects: speech educational work in schools for blind children, experience of work in schools for blind adults.

- 410 ZEMCOVA, Marija Ivanovna. *Puti kompensacii slepoty v processe poznavatel'noj i trudovoj dejatel'nosti* (Methods of compensating for blindness in the cognitive processes). Moskva, Izd-vo APN RSFSR, 1956. 419 p.

Results of the author's observations over a period of many years, showing how the processes of analysis and synthesis go on in the absence of visual perception, what part is played by different analysers, by experience acquired before the loss of vision, and also by speech, thought and consciousness; and what are the best methods to use for teaching blind children and training them for socially useful work. Bibliography (314 titles in Russian and foreign languages), p. 406-17.

The teaching programmes constitute the main official documents defining the content of education at Soviet schools, and the programmes for each subject

taught are confirmed by the Ministries of Education of the Union Republics. In connexion with the reorganization of the public school system, the R.S.F.S.R. Ministry of Education published the draft texts of new school programmes in 1959 (Moskva, Učpedgiz, 1959). New programmes for eight-year schools were published in 1960; and in 1961, programmes for secondary schools (grades IX-XI) for all subjects taught (Moskva, Učpedgiz). New programmes have been issued in all the Union Republics.

Organization of research

- 411 AKADEMIJA PEDAGOGIČESKIH NAUK RSFSR (R.S.F.S.R. Academy of Pedagogical Sciences). *Central'nye pedagogičeskie čtenija 1961 goda. Primernaja tematika* (Main 'pedagogical readings', 1961. Suggested subjects). Moskva, 1960. 61 p.
- 412 —. *Plan naučno-issledovatel'skih rabot APN RSFSR na 1959-1965 g.g.* (Plan for the scientific research work of the APN RSFSR in the period 1959-65). Moskva, 1959. 107 p.
- 413 —. *Plan naučno-issledovatel'skih rabot na 1959 god* (Plan for scientific research in 1959). Moskva, 1959. 163 p.
- 414 —. *Položenie o central'nyh 'Pedagogičeskikh čtenijah' APN RSFSR* (Regulations for the main 'Pedagogical readings' of the APN RSFSR). Moskva, 1960. 7 p.
- 415 *Ežegodnik pedagogičeskikh čtenij 1953-54* (Yearbook of pedagogical readings 1953-54). Moskva, Izd-vo APN RSFSR, 1955. 224 p.
Prepared by the APN's section for the dissemination of pedagogical knowledge and information on the experience of the school of the Presidium of the APN R.S.F.S.R. The 'Readings' in the 1953-54 academic year were devoted to questions of methods for obtaining good results, of polytechnical education, and moral training in schools. On p. 201-21, there is a list of published works by participants in the pedagogical readings of the APN R.S.F.S.R., 359 titles in Russian.
- 416 GRIŠČENKO, N. M. *Naučno-issledovatel'skaja rabota po voprosam politehničeskogo obučenija i nравstvennogo vospitanija* (Scientific research work on questions relating to polytechnical education and moral training). Kiev, Rad. škola, 1957. 30 p. In Ukrainian.
- 417 KAIROV, Ivan Andreevič. *Akademija pedagogičeskikh nauk RSFSR. Kratkij obzor naučnoj dejatel'nosti 1944-1957 g.g.* (APN RSFSR. Brief survey of scientific activities in the period 1944-57). Moskva, Izd-vo APN RSFSR, 1957. 28 p.

Description of the activities of the Academy of Pedagogical Sciences since it was founded (11 March 1944) up to the fortieth anniversary of the great October Socialist Revolution.

- 418 MINISTERSTVO PROSVEŠČENIJA BSSR. *Otčet o rabote Naučno-issledovatel'skogo instituta pedagogiki za 1959 g. i plan raboty instituta na 1960 god* (Report on the work of the Pedagogical Research Institute in 1959 and plan for the work of the institute in 1960). Minsk, 1960. 35 p.
 - 419 MINISTERSTVO PROSVEŠČENIJA GRUZINSKOJ SSR. *Otčet o rabote Naučno-issledovatel'skogo instituta pedagogičeskikh nauk Ministerstva prosveščeniya Gruzinskoj SSR za 1959 god i plan naučno-issledovatel'skoj raboty na 1960 god* (Report of the work of the Pedagogical Research Institute of the Ministry of Education of the Georgian S.S.R. in 1959 and plan for scientific research work in 1960). Tbilisi, 1960. 37 p. In Georgian.
 - 420 MINISTERSTVO PROSVEŠČENIJA RSFSR. GLAVNOE UPRAVLENIE VYŠŠIH I SREDNIH PEDAGOGIČESKIH UČEBNYH ZAVEDENIJ (Department for higher and secondary teacher training institutes attached to the R.S.F.S.R. Ministry of Education). *Plan važnejših naučno-issledovatel'skih rabot kafedr pedagogičeskikh institutov Ministerstva Prosveščeniya RSFSR na 1957-1958 učebnyj god* (Plan of the most important scientific research work of the faculties of pedagogical institutes of the R.S.F.S.R. Ministry of Education in 1957-58). Moskva, 1957. 53 p.
Contains suggestions for solving the most important problems relating to the improvement of educational work in schools; also deals with agricultural problems, scientific theory, textbooks, teaching aids and lecture courses.
 - 421 MINISTERSTVO PROSVEŠČENIJA UZBEKSKOJ SSR. *Pedagogičeskie čtenija. Položenie i primernaja tematika* (Pedagogical readings. Regulations and suggested subjects). Taškent, 1955. 60 p.
 - 422 *Voprosy raboty škol-internatov* (Questions relating to the work of boarding schools). Riga, Naučno-issledovatel'skij institut škol Ministerstva prosveščeniya Latvijas SSR, 1958. 67 p. In Latvian.
Collection of reports presented at pedagogical readings in 1958.
- The works below include bibliographies of research institutes:
- 423 AMITIN-ŠAPIRO, Z. L.; STAKEEVA, A. S. *Bibliografija izdanij Kirgizskogo Naučno-issledovatel'skogo instituta pedagogiki, 1952-1958* (Bibliography of publications of the Kirghiz Pedagogical Research

Institute, 1952-58). Frunze, 1959. 64 p. In Russian and Kirghiz.

Books and articles, 323 titles.

- 424 *Bibliografičeskij sbornik Kievskogo gosudarstvennogo pedagogičeskogo instituta im. A. M. Gor'kogo* (Collected bibliography of the Kiev Gorki State Pedagogical Institute), comp. by O. D. Balabanov and N. M. Nedostup. Kiev, 1958. 220 p. In Ukrainian.

Printed works of members of the institute, 1944-57. Index of publications of the institute during the period 1939-57. Theses defended there from 1948-57.

- 425 KIRPIČEVA, Iraida Konstantinovna. *Bibliografija v pomošč naučnoj rabote. Metodičeskoe i spravočnoe posobie* (Bibliography for scientific workers. Handbook on method and reference book), ed. by P. N. Berkov. Leningrad, 1958. 480 p.

Elementary principles of bibliographical work (sorting, entering and classification of printed matter); and information regarding the most important bibliographical indexes (in Russian and foreign languages).

- 426 KIRPIČNIKOVA, Vera Gavrilovna; TURIČ, Irina Mihajlovna. *Bibliografija izdanij APN RSFSR* (Bibliography of the publications of the APN RSFSR) 1944-1957, ed. by N. A. Zinevič, I. S. Petruhin, N. A. Sundukov. Moskva, Izd-vo APN RSFSR, 1958. 380 p.

Systematic index including 1,774 titles of works, non-periodical and periodical publications of the APN RSFSR and of other publishing houses bearing the academy's imprint. Auxiliary alphabetical indexes of the authors of books and articles published in collections, in *Izvestija* (News) and in *Doklady* (Reports); of editors and of titles of anonymous works.

The above work is continued by the following book and by Turič [430]:

- 427 —; —. *Bibliografija izdanij APN RSFSR za 1958 god* (Bibliography of publications of the APN RSFSR in 1958), ed. by N. A. Zinevič, I. S. Petruhin, N. A. Sundukov. Moskva, Izd-vo APN RSFSR, 1960. 95 p. Annotations.

- 428 MINISTERSTVO PROSVEŠČENIJA USSR. NAUČNO-ISSLEDOVATEL'SKIJ INSTITUT PEDAGOGIKI USSR (Pedagogical Research Institute for Education of the Ukrainian S.S.R.). *Bibliografičeskij spisok knig i statej sotrudnikov Naučno-issledovatel'skogo instituta pedagogiki USSR, opublikovannyh v 1955 g.* (Bibliographical list of books and articles published in 1955 by workers at the Ukrainian S.S.R. Pedagogical Research Institute). Kiev, 1956. 38 p. In Ukrainian.

- 429 NAUČNO-ISSLEDOVATEL'SKIJ INSTITUT ŠKOL MINISTERSTVA PROSVEŠČENIJA LATVIJSKOJ SSR (Pedagogical Research Institute of the Ministry of Education of the Latvian S.S.R.). *Bibliografija izdanij*

Naučno-issledovatel'skogo instituta škol Ministerstva Prosveščeniya Latvijskoj SSR, trudov i statej naučnyh sotrudnikov instituta 1953-1958 (Bibliography of publications of the Institute for Scientific Research on schools of the Ministry of Education of the Latvian SSR, a list of works and articles by scientific workers of the Institute during the period 1953-58). Riga, 1959. 90 p. In Latvian.

Bibliography listing all the institute's publications—school programmes and textbooks compiled or edited by scientific workers of the institute, also other publications belonging to the period 1953-58.

- 430 TURIČ, Irina Mihajlovna; ŠTERN, Sof'ja Borisovna. *Bibliografija izdanij APN RSFSR za 1959 god* (Bibliography of the publications of the APN RSFSR for 1959), ed. by N. A. Zinevič, I. S. Petruhin, N. A. Sundukov. Moskva, Izd-vo APN RSFSR, 1960. 136 p.

- 431 ZINEVIČ, Nikolaj Andreevič; STARIKOV, Nikolaj Vasil'evič. *Ukazatel' k 'Izvestijam Akademii pedagogičeskikh nauk RSFSR', 1945-1954* (Index to 'News of the R.S.F.S.R. Academy of Pedagogical Sciences', 1945-54). Moskva, Izd-vo APN RSFSR, 1957. 66 p.

A systematic index, with an alphabetical index of authors, title index and index of editors of individual issues. Includes articles, reports, speeches delivered at academy sessions, miscellaneous papers on pedagogical and related sciences and on pedagogical bibliography published in 62 issues of the *Izvestija* (News).

Textbooks and instructional materials

Textbooks and manuals (anthologies, workbooks and exercises, etc.) are published in each Union Republic on all subjects in the mother tongue of the pupils, while lists of the material issued are published by the respective educational publishers. The programmes and textbooks for higher and special secondary educational establishments are published after approval by or on the recommendation of the corresponding Ministry for Higher and Special Secondary Education of the U.S.S.R. Meždunarodnaja Kniga, the Soviet bookselling organization, sends to pedagogues abroad in foreign countries, on order, the programmes and textbooks of the various types of schools in which they are interested.

Manuals on teaching methods are issued by the R.S.F.S.R. Academy of Sciences Publishing House and by the Pedagogical Publishing Houses of the Ministries of Education of the Union Republics. They deal with questions concerning the educational

objectives of the subject taught, the content of the course, the organizational forms and methods of instruction and the evaluation of the pupils' knowledge. Apart from regular manuals, handbooks are published for separate sectors and course subjects, as well as scientific monographs on individual problems of teaching methods.

In connexion with the transition to new school curricula and programmes, the R.S.F.S.R. Academy of Sciences Publishing House issued, in 1960-61, a series of handbooks on method as a guide to the teaching of various school subjects according to the new school programmes.

Catalogues of the programmes, textbooks, instructions and information on methods published yearly may be obtained from the Pedagogical Publishing House of the R.S.F.S.R. Ministry of Education:

Učpedgiz, 3-j proezd Mar'inoj Rošči, 41, Moskva.

from the APN publishing house:

Izdatel'stvo Akademii Pedagogičeskikh Nauk RSFSR, ul. Pogodina, 8, Moskva.

and from the pedagogical publishing houses in the Union Republics, among which are, for the Azerbaijan, Georgian, Kirghiz, Latvian, Lithuanian, Ukrainian and Uzbek S.S.R. in that order:

Učebno-pedagogičeskoe izdatel'stvo 'Učpedgiz' Azerbajdžanskij SSR, ul. G. Gadžieva, 6, Baku.

Gosudarstvennoe izdatel'stvo Učebno-pedagogičeskij literatury Gruzinskij SSR, 'Codna', ul. Mardžanišvili, 5, Tbilisi.

Kirgizskoe Učebno-pedagogičeskoe izdatel'stvo, ul. Panfilova, 89-a, Frunze.

Latvijskoe gosudarstvennoe izdatel'stvo, Redakcija učebnikov i pedagogičeskij literatury, bul'var Padom'ju, 24, Riga.

Gosudarstvennoe izdatel'stvo pedagogičeskij literatury Litovskoj SSR, ul. Donelaično, 2-a, Kaunas. Pedagogičeskoe izdatel'stvo 'Radžans'ka škola', Novo-Pavlovskaja ul., 5, Kiev.

Pedagogičeskoe izdatel'stvo 'Srednjaja i vysšaja škola', ul. Navoi, 30, Taškent.

Below are listed works illustrative of catalogues or prospectuses issued by these publishing houses:

- 432 AKADEMIJA PEDAGOGIČESKIH NAUK RSFSR (R.S.F.S.R. Academy of Pedagogical Sciences). *Plan vypuska literatury Izdatel'stva Akademii Pedagogičeskikh Nauk RSFSR* (Publishing programme of the Publishing House of the Academy of Pedagogical Sciences of the R.S.F.S.R.). Moskva, 1950- . Annual.

Includes titles on pedagogics, teaching methods, psychology, special education; bibliography and books for parents.

- 433 UČPEDGIZ. *Tematičeskij plan vypuska izdanij Učpedgiza na 1960 god* (The 1960 publishing programme of Učpedgiz, arranged by subjects). Moskva, 1959. 134 p.

Methodology and handbooks. Literature for parents. Literature for pupils. Textbooks: syllabuses and instructional and methodological literature of the Ministry of Education of the R.S.F.S.R. Reserve publishing programme for 1960. Supplements to the 1960 programme (663 titles).

Full lists of literature on pedagogics and teaching methods printed in the Soviet Union have been published weekly, and continue to be published in

Knižnaja letopis' [12].

Education associations

There are a number of teachers' professional and social organizations in the U.S.S.R. which promote the development of public education and pedagogical science and help teachers and other educational workers in their work. Mention must be made of the Educational, University and Scientific Workers' Union (PSRPVSNU), the All-Union Pedagogical Society of the U.S.S.R., the All-Union Psychologists' Society of the U.S.S.R., the pedagogical section of the All-Union Society for the Propagation of Political and Scientific Knowledge (VORPNZ), the pedagogical section of the Union of Soviet Societies for Friendship and Cultural Relations with Foreign Countries, pedagogical sections of scientific associations (All-Union Geographical Society, 'Mendeleev' All-Union Chemistry Society).

- 434 PROFESSIONAL'NYJ SOJUZ RABOTNIKOV PROSVEŠČENIJA, VYSŠEJ ŠKOLY I NAUČNYH UČREŽDENIJ (The Educational, University and Scientific Workers' Union)

Leninskij prospekt, 42, Dvorec VCSPS, Moskva. A mass non-party voluntary social organization covering all teachers, educators, professorial staffs, scientific workers, workers and employees at public educational establishments, students and pupils at higher educational establishments and special secondary educational schools coming under the U.S.S.R. Ministry of Higher and Special Secondary Education, the Ministries of Education of the Union Republics, the U.S.S.R. Academy of Sciences, the Academies of Sciences of Union Republics and the R.S.F.S.R. Academy of Pedagogical the Sciences. It has a membership of 3,500,000, participates in planning the development of general education, higher education and scientific work, and acts as the spokesman of

educational, university and scientific workers in dealing with State and public organs on labour, social and cultural questions. It collaborates in the further development of education and science and in the execution of national economic plans in those fields, mobilizes teachers and other educational workers with the object of raising teaching standards in schools and kindergartens and establishing close links between school instruction and everyday life through socially useful labour. It strives also to raise the pedagogical and academic level of its members, and campaigns in favour of the unity of the international trade union movement.

435 VSEROSSIJSKOE OBŠČESTVO PSIHOLOGOV (The All-Union Psychologists' Society)

Institut Psihologii Akademii Pedagogičeskikh Nauk RSFSR, Prospekt Marksa, 9, Moskva.

436 VSEROSSIJSKOE PEDAGOGIČESKOE OBŠČESTVO RSFSR (The All-Union Pedagogical Society)

ul. Makarenko, 5/16, Moskva.

The two societies above are learned bodies whose object is to bring the combined forces of pedagogical scientists, psychologists, teachers and engineering and technical workers to bear on the investigation and all-round creative treatment of current problems in the development of pedagogical science and psychology and the incorporation of the advances in pedagogical science into teaching practice.

These learned societies have the further task of co-ordinating the pedagogical and psychological research work conducted at scientific and teacher training establishments and by individual scientists and educators. They hold congresses, scientific conferences and symposia devoted to specific scientific problems.

The day-to-day work in this field is in the hands of the local organizations set up by pedagogical and teacher training establishments (pedagogical scientific research institutes of the Union Republics, pedagogical institutes and universities, teachers' centres, etc.).

437 VSESOJUZNOE OBŠČESTVO PO RASPROSTRANENIJU POLITIČESKIH I NAUČNYH ZNANIJ (All-Union Society for the Propagation of Political and Scientific Knowledge)

Pedagogičeskaja Komissija (Pedagogical Section), Novaja ploščad', d.3, Moskva.

Does extensive work in disseminating pedagogical knowledge among parents and education workers. The society is a mass organization with branches in every part of the country. Its pedagogical section selects general subjects for lectures on questions relating to children's education in kindergartens, schools and in the home, prepares instructional notes for lecturers and publishes the texts of these lectures in mass editions. The society's local pedagogical sections organize lectures and talks on pedagogical subjects, advise parents and teachers on questions of education and organize exchanges of experience on educational propaganda.

438 SOYUZ SOVETSKIH OBŠČESTV DRUŽBY I KUL'TURNOJ SVJAZI S ZARUBEŽNYMI STRANAMI (Union of Soviet

Societies for Friendship and Cultural Relations with Foreign Countries)

Pedagogičeskaja Sekcija (Pedagogical Section), ul. Kalinina, 14, Moskva.

Organizes international collaboration between Soviet pedagogues and foreign pedagogical associations and establishments and educational workers. It holds meetings to discuss co-operation programmes and reports on the results of visits to other countries, and organizes meetings with educational workers and pedagogical scientists from various countries.

The pedagogical sections of individual scientific associations take an active part in elucidating and discussing questions concerning the teaching of their respective subjects at secondary schools and universities.

Following are works regarding some of the above associations:

439 MITIN, Mark Borisovič. *O rabote Vsesojuznogo Obščestva po rasprostraneniu političeskikh i naučnykh znaniy v svjazi s podgotovkoj k prazdnovaniju 40-letija Velikoj Oktjabr'skoj socialističeskoj revolucii* (The work of the All-Union Society for the Propagation of Political and Scientific Knowledge in connexion with the preparations for the celebration of the fortieth anniversary of the Great October Socialist Revolution). Moskva, 1957. 26 p. (VORPNZ. Priloženie no. 1 k bjuletenju V pomošč' lektoru (Aid to lecturers), no. 4).

Report presented at the eleventh plenum of the Governing Body of VORPNZ, held on 5 June 1957. Describes the work of the society and its sections over a 10-year period, from 1947.

440 OBŠČESTVO PSIHOLOGOV (Psychologists' Society). *Tezisy dokladov na I s'ezde Obščestva Psihologov 29 ijuna-4 ijulja 1959 g.* (Reports to the first session of the society, 29 June to 4 July 1959). Moskva, Izd-vo APN RSFSR, 1959. Three numbers.

The subjects of the reports are as follows: psychology of teaching and education; psychology of labour and psychology of work in production; medical psychology and special education; history of psychology; psychophysiology; comparative psychology; the problem of capabilities.

441 ——. *Ustav Obščestva Psihologov, prinjat I s'ezdom Obščestva, 4 ijulja 1959* (Statutes of the Psychologists' Society, adopted by the first session of the society, 4 July 1959). Moskva, Izd-vo APN RSFSR, 1960. 15 p.

442 SAMOJLOVA, M. P. *Spisok novyh izdanij Vsesojuznogo obščestva po rasprostraneniu političeskikh i naučnykh znaniy, ego otdelenij i respublikanskih obščestv, zaregistrirrovannyh Central'noj politehničeskoj bibliotekoju v oktjabre 1955 g.* (List of new publications of the All-Union Society for the Propaga-

tion of Political and Scientific Knowledge, registered by the Central Polytechnical Library in October 1955). Moskva, 1956. 18 p.

Published by the society. Includes publications on pedagogical questions.

- 443 VSESOUJUZNOE OBŠČESTVO PO RASPROSTRANENIU POLITIČESKIH I NAUČNYH ZNANIJ (All-Union Society for the Propagation of Political and Scientific Knowledge). *Kratkie statističeskie svedenija o dejatel'nosti Vsesojuznogo Obščestva* (Brief statistical data on the activities of the society) 1954-1959 gg. Moskva, 70 p.

For delegates to the third session of the All-Union Society.

- 444 —. CENTRAL'NAJA POLITEHNIČESKAJA BIBLIOTEKA (Central Polytechnical Library). *Spisok novyh izdanij Vsesojuznogo Obščestva po rasprostraneniu političeskikh i naučnyh znaniy, ego otdelenij i respublikanskikh obščestv, zaregistrirovannyh Central'noj politehničeskoj bibliotekoju v ijune 1956 goda* (List of new publications of the All-Union Society for the Propagation of Political and Scientific Knowledge, registered by the Central Polytechnical Library in June 1956). Moskva, 1956. 10 p.

Includes publications on pedagogical questions.

Pedagogical societies, psychologists' societies and pedagogical sections of other societies publish their members' works in the general publications of the Educational and Pedagogical Publishing House, of the publishing houses of Academies of Pedagogical Sciences, etc. [See section 'Textbooks and instructional materials' above.]

Educational journals

A large number of pedagogical reviews are published in the U.S.S.R. The general pedagogical and psychological reviews in widest circulation are the following: *Sovetskaja pedagogika* (Soviet pedagogics), *Narodnoe obrazovanie* (Public education), *Politehničeskoe obrazovanie* (Polytechnical education), *Sovetskaja psihiologija* (Soviet psychology), *Doškol'noe vospitanie* (Pre-primary education), *Sem'ja i škola* (Family and school), *Obrazovanie vzroslyh* (Adult education) and *Vyssšaja škola* (Higher education).

Pedagogical and methodological reviews (the latter on all school subjects) are published in all the Union Republics in large editions.

Some of the reviews publish supplements (selected works by outstanding pedagogues, collections of scientific articles on particular subjects, pedagogical advice for correspondent students, teaching material for work with children, etc.).

Collections of material based on teachers' experience are published by regional and district publishing houses.

The pedagogical reviews rely extensively in their work on the collaboration of pedagogical experts, psychologists, methodologists, experts on pre-primary education, teachers, professors and lecturers at higher education establishments, out-of-school educators and parents. They comment on all questions of theory and practice concerning the education of young people and report on the results of scientific work on the theory and history of pedagogics, particular methods, general psychology and psychology of particular age groups, as well as special education; on the practical experiences of pre-primary educators, junior teachers and teachers at higher and special secondary educational establishments; and on international relations in the field of pedagogical sciences and public education. All of them have bibliographical sections containing reviews of pedagogical works published in the U.S.S.R. and abroad.

Information on *Professional'no tehničeskoe obrazovanie*, *Srednee special'noe obrazovanie* and *Vestnik vyššej školy* may be found in the *International list of educational periodicals* [International sources 3], where there are data also on *Doškol'noe vospitanie*, *Narodnoe obrazovanie*, *Sem'ja i škola* and *Sovetskaja pedagogika*. These reviews circulate throughout the U.S.S.R.

On account of their irregular appearance, we have not noted the 'Scientific notes' and the 'Papers' published by 203 pedagogical institutes, including pedagogical institutes for foreign languages. Below, however, are listed other educational journals, under the Republic in which they appear.

Armenian S.S.R.

- 445 *Sovetakan mankararž* (Soviet pedagogue), 1952- . Erevan. Monthly. In Armenian.
Published by the Ministry of Education of the Armenian S.S.R., since September 1952. Has a supplement:
Russkij jazyk v armjanskoi škole (The teaching of Russian in Armenian schools), 1957- . Erevan. Bi-monthly. In Armenian.

Azerbaijan S.S.R.

- 446 *Azerbajcan dili və adəbiyyat gədrisi* (Teaching of Azerbaijan language and literature), 1954- . Baku. Quarterly. In Azerbaijani.
Issued by the Ministry of Education of the Azerbaijan S.S.R.
447 *Azerbajcan məktəbi* (The Azerbaijan school), 1931- . Baku. Monthly. In Azerbaijani.

Issued by the Ministry of Education of the Azerbaijan S.S.R. Bi-monthly frequency in 1950, while there were nine issues in 1951. Has four supplements, all of which—in Azerbaijani—are papers on methods:

Fizika va riyazijjat tēdrisi (The teaching of physics and mathematics), 1955- . Quarterly.

Politehnicheskoe obučenie (Polytechnical education), 1958- . Quarterly.

Prepodavanie himii i biologii (The teaching of chemistry and biology), 1956- . Quarterly.

Russkij jazyk v nerusskoj škole (Russian language teaching in non-Russian schools), 1947- . Monthly.

- 448 *Azerbajčan muəllimi* (The Azerbaijan teacher), 1946- . [Baku]. Weekly. In Azerbaijani.

Issued by the Ministry of Education of the Azerbaijan S.S.R. and the Central Committee of the Primary and Secondary Schoolteachers' Union.

Bashkir A.S.S.R.

- 449 *Başkortostan uktyusyry* (The Bashkir teacher), 1924- . Ufa. Bi-monthly. In Bashkir.

Issued by the Bashkir A.S.S.R. Ministry of Education; suspended from 1941 to 1951.

Byelorussian S.S.R.

- 450 *Nastaunickaja gazeta* (Teachers' gazette), 1945- . Minsk. Semi-weekly. In Byelorussian.

Issued by the Ministry of Education of the Byelorussian S.S.R. and the Byelorussian Committee of the Educational, University and Scientific Workers' Union.

- 451 *Saveckaja škola* (The Soviet school), 1940- . Minsk. Bi-monthly. In Byelorussian.

Issued, with an interruption from 1942 to 1947, by the Ministry of Education of the Byelorussian S.S.R., which publishes also

- 452 *U dapamogu nastuniku* (Teachers' guide), 1946- . Minsk. Bi-monthly. In Byelorussian.

Estonian S.S.R.

- 453 *Kultuurititaja* (The teacher), 1958- . Tallinn. Monthly. In Estonian.

Issued by the Estonian S.S.R. Ministry of Culture and the Trade Union Council of the Estonian S.S.R.

- 454 *Noukogude kool* (The Soviet school), 1940- . Tallinn. Monthly. In Estonian.

Issued by the Estonian S.S.R. Ministry of Education, with the exception of 1942 to 1944.

Georgian S.S.R.

- 455 *Kommunisturi agērdisatvis* (For a Communist education), 1932- . Tbilisi. Monthly. In Georgian.

By the Ministry of Education of the Georgian S.S.R. This review was originally published in 1924, with the title *Ahala skolisaken* (New school), from 1924 to 1930; then from 1931 to 1932 as *Kul'turuli aglešenebloba* (Cultural construction).

- 456 *Sahalho ganatleba* (Public education), 1933- . Tbilisi. Weekly. In Georgian.

Issued by the Ministry of Education and the Central Committee of the Primary and Secondary Schoolteachers' Union of the Georgian S.S.R., with an interruption from 1941 to 1944.

A collection of orders and regulations issued by the Ministry of Education of the Georgian S.S.R. has been published monthly in Georgian since 1937 in Tbilisi.

Kazakh S.S.R.

- 457 *Halyk mugaltmt* (The public school teacher), 1946- . Alma-Ata. Monthly. In Kazakh.

Pedagogical review issued by the Ministry of Education of the Kazakh S.S.R.

- 458 *Kazakstan mugaltmt* (The Kazakhstan teacher), 1952- . Alma-Ata. Weekly. In Kazakh.

Issued by the Ministry of Education of the Kazakh S.S.R. and the Central Committee of the Primary and Secondary Schoolteachers' Union.

Kirghiz S.S.R.

- 459 *Muglimder gazetasy* (Teachers' gazette), 1960- . Frunze. Monthly. In Kirghiz.

Preceded by *Muglimderge žardam* (The teachers' friend), which was published by the Ministry of Education of the Kirghiz S.S.R. from 1939 to September 1959—with an interruption from 1942 to 1945—together with a supplement *Russkij jazyk v Kirgizskoj škole* (The Russian language in Kirghiz schools).

Latvian S.S.R.

- 460 *Bērmba* (Childhood), 1945- . Riga. Monthly. In Latvian.

A periodical for children. Issued by the Central Committee of the Young Communist League of Latvia.

- 461 *Padomju Latvijas skola* (The Latvian Soviet school), 1940- . Riga. Monthly. In Latvian.

Latvian periodical publishing house, with an interruption from 1942 to 1948.

- 462 *Skolotaji avize* (Teachers' gazette), 1948- . Riga. Weekly. In Latvian.

Issued by the Ministry of Education of the Latvian S.S.R. and the Latvian Committee of the Educational Workers' Union.

Lithuanian S.S.R.

- 463 *Farybine mokykla* (The Soviet school), 1945- . Vilnius. Monthly. In Lithuanian.

Issued by the Ministry of Education of the Lithuanian S.S.R.

- 464 *Mokslėives* (The School child), 1958- . Vilnius. Monthly. In Lithuanian.

Issued by the Central Committee of the Lithuanian Young Communist League and the Ministry of Education of the Lithuanian S.S.R.

Moldavian S.S.R.

- 465 *Invėcėtorul sovetik* (The Soviet teacher), 1950- . Kišinev, Partizdat. Monthly. In Moldavian.

Issued by the Ministry of Education of the Moldavian S.S.R.

- 466 *Kultura Moldovej* (Moldavian culture), 1957- . Kišinev. Semi-weekly. In Moldavian.

Organ of the Ministries of Culture and Education of the Moldavian S.S.R.

Russian Soviet Federative Socialist Republic (R.S.F.S.R.)

Many journals of the R.S.F.S.R. may be found in the *International list of educational periodicals* [International sources 3]. Some others are listed below. All are published either by the R.S.F.S.R. Ministry of Education or by the R.S.F.S.R. Academy of Pedagogical Sciences.

The following journals are published in Moscow by the Ministry of Education:

- 467 *Biologija v škole*, 1948- . Monthly.
Before 1956 this journal was entitled *Estestvoznanie v škole* (Natural science for schools).

- 468 *Detskij dom* (Children's home), 1956- . Quarterly.

- 469 *Fizičeskaja kul'tura v škole* (Physical education for schools), 1958- . Monthly.

- 470 *Geografija v škole* (Geography for schools), 1934- . Bi-monthly.
Suspended from 1942 to 1945.

Tadjik S.S.R.

- 471 *Gazetom muallimon* (Teachers' gazette), 1936- . Dušanbe. Thrice weekly. In Tadjik.

Issued by the Tadjik S.S.R. Ministry of Education and the Committee for Cultural, Educational Institutions of the Council of Ministers of the Tadjik S.S.R.

- 472 *Madanijati Točikiston* (Tadjik culture), 1957- . Dušanbe. Monthly. In Tadjik.

Issued by the Tadjik Ministry of Culture.

- 473 *Maktabi soveti* (The Soviet school), 1936- . Dušanbe. Monthly. In Tadjik.

Issued by the Tadjik S.S.R. Ministry of Education; suspended from 1942 to 1944.

- 474 *Maktabi ibtidoj* (The primary school), avgusta 1958- . Dušanbe. In Tadjik.

Three issues appeared in 1958.

Tatar A.S.S.R.

- 475 *Sovet mektəbə* (The Soviet school), 1921- . Kazan'. Bi-monthly. In Tatar.

Issued by the Tatar A.S.S.R. Ministry of Education; suspended from June 1941 to January 1949.

Turkmen S.S.R.

- 476 *Mugallyma kemek* (Teachers' aid), 1936- . Ašhabad. Bi-monthly. In Turkmen.

Issued by the Turkmen S.S.R. Ministry of Education, 1936; partially suspended from 1942 to 1943 and in 1945.

- 477 *Mugallymlar gazet*i (Teachers' gazette), 1952- . Weekly. In Turkmen.

Issued by the Turkmen S.S.R. Ministry of Education and the Central Committee of the Primary and Secondary School-teachers' Union of the Turkmen S.S.R.

Ukrainian S.S.R.

- 478 *Doškil'ne viovannja* (Pre-primary education), 1931- . Kiev, Radjans'ka Škola. Monthly. In Ukrainian.

Issued by the Ukrainian S.S.R. Ministry of Education, but suspended during the period from 1942 to April 1951. Up to and including 1941 bore the title *Za komunistične viovannja doškil'nika* (Towards pre-primary Communist education).

- 479 *Literatura v školi* (Literature for schools), 1951- . Kiev, Rad. Škola. Bi-monthly. In Ukrainian.

Issued by the Ukrainian S.S.R. Ministry of Education.

- 480 *Radjans'ka škola* (The Soviet school), 1922- . Kiev, Rad. Škola. Monthly. In Ukrainian.

Scientific-pedagogical periodical issued by the Ukrainian S.S.R. Ministry of Education. From 1922 to 1930, appeared under the title *Šljah osviti* (The path of education); from 1931 to 1940, under the title *Komunistična osvita* (Communist education). Bi-monthly up to and including 1951.

- 481 *Sbornik prikazov i rasporjaženij Ministerstva prosvėšėnija Ukrajskoj SSR* (Collected orders and decrees of the Ukrainian S.S.R. Ministry of Education), 1924- . Kiev, Rad. Škola. Fortnightly. In Ukrainian.

- 482 *Socialistična kul'tura* (Socialist culture), 1947- . Kiev, Rad. Škola. Monthly. In Ukrainian.

Issued by the Ukrainian S.S.R. Ministry of Culture from 1947. Up to and including no. 3, 1954, bore the title *Kul'turno-prosvetitel'naja rabota* (Cultural educational work).

- 483 *Ukrains'ka mova v školi* (Ukrainian for schools), 1951-. Kiev, Rad. Škola. Bi-monthly. In Ukrainian.

Issued by the Ukrainian S.S.R. Ministry of Education.

Uzbek S.S.R.

- 484 *Sovet maktabi* (The Soviet school), 1951-. Taškent, Učpedgiz Uzbek S.S.R. Monthly. In Uzbek.

Manual issued by the Uzbek S.S.R. Ministry of Education. Since 1918-20, with an interruption from 1941 to October 1951. Under its present title since 1951. Before that it was called *Maorif va ukituvči* (1925-30), *Politehnik tačlim* (1930-34), *Sovet pedagogika* (1937-41).

- 485 *Ukituvčilar gazetasi* (Teachers' gazette), 1931-. Taškent. Semi-weekly. In Uzbek.

Suspended from 1942 to 1945.

- 486 *Uzbekiston madaniyati* (Uzbek culture), 1956-. Taškent. Semi-weekly. In Uzbek.

Issued by the Uzbek S.S.R. Ministry of Culture and the Uzbek Writers' Union.

Educational statistics

General statistics include:

- 487 BOGDANOV, Ivan Mihajlovič. 'Narodnoe obrazovanie v cifrah (Statistics regarding public education) 1914-57'. In: *Sovetskaja pedagogika*, 1957, no. 11, p. 150-7.

Includes information on the number of schools and pupils in the U.S.S.R.; the increase in the number of schools, teachers and pupils; the distribution of pupils in Soviet schools, the number of students at higher educational establishments per 10,000 of the population of the U.S.S.R. and of various foreign countries; the number of pupils at primary and secondary schools in the U.S.S.R., the U.S.A., the United Kingdom, France and the Federal Republic of Germany; the number of specialists trained at higher and (special) secondary educational establishments who are engaged in the national economy of the U.S.S.R.

- 488 BUHMAN, Konstantin Nikolaevič. *Statistika podgotovki specialistov* (Statistics regarding the training of specialists). Moskva, Gosstatizdat, 1960. 60 p.

Statistics regarding higher and special secondary educational establishments, new statistical indices in connexion with the law on strengthening the ties of the school with life, and further developing the system of public education in the U.S.S.R.; discussion of problems of organization and methods.

- 489 CENTRAL'NOE STATISTIČESKOE UPRAVLENIE PRI SOVETE MINISTROV SSSR (Central Statistical Department of the U.S.S.R. Council of Ministers). *Kul'turnoe stroitel'stvo SSSR; statističeskij sbornik* (Cultural development of the U.S.S.R.; collection of statistics). Moskva, Gosudarstvennoe statističeskoe izd-vo, 1956. 332 p.

Data, prepared by the Central Statistical Department of the U.S.S.R. Council of Ministers, on the development of universal education, the training of specialists and scientists, the development of scientific institutions, the network of libraries, clubs, museums, theatres and cinemas and the increase in the number of books published are compared with the figures for 1928, 1940 and the pre-Revolutionary period.

- 490 —. *Narodnoe hozjajstvo SSR v ... godu. Statističeskoe ežegodnik* (National economy of the U.S.S.R. in [year]. Statistical yearbook), [1923]-. Moskva, Gosudarstvennoe statističeskoe izd-vo, 1924-. Annual.

Includes a section on 'culture', typically with comparative figures.

- 491 —. *SSSR v cifrah. Statističeskij sbornik* (The U.S.S.R. in figures. Collection of statistics). Moskva, Gosudarstvennoe statističeskoe izd-vo, 1958. 478 p.

Contains a special section on 'The cultural revolution in the U.S.S.R.' with figures for the U.S.S.R. as a whole and for each of the Union Republics.

- 492 —. *Uroven' obrazovanija, nacional'nyj sostav, vozrastnaja struktura i razmeščenie naselenija SSSR po respublikam, krajam i oblastjam po dannym Vsesojuznoj perepisi naselenija 1959 goda* (Standard of education, division by nationalities and age groups and distribution of the population of the U.S.S.R. for each of the Republics, provinces and districts according to the data of the 1959 All-Union census of the population). Moskva, Gosstatizdat, CSU SSSR, 1960. 38 p.

- 493 CENTRAL'NOE STATISTIČESKOE UPRAVLENIE SSSR (Central Statistical Department of the U.S.S.R.). *Dostiženija Sovetskoy vlasti za sorok let v cifrah. Statističeskij sbornik* (Achievements of the Soviet régime over a period of 40 years, in figures). Moskva, Gosudarstvennoe statističeskoe izdatel'stvo, 1957. 371 p.

Collection of statistics. Rise in the material and cultural standard of the Soviet people, p. 33; new cadres of Soviet specialists in the production and technical fields, p. 51; number of specialists with a higher and special secondary education actually working in collective farms, machine-tractor stations and State farms, p. 190-1; composition of the Soviet intelligentsia, number, composition and distribution of specialists with a higher and secondary education, methods of training and improving qualifications, p. 262-4; proportion of women in total number of specialists, p. 265-8; cultural revolution in the U.S.S.R., p. 269-342.

- 494 —. *SSSR v cifrah. ... Kratkij statističeskij sbornik* (The U.S.S.R. in figures. ... Short collection of statistics). Moskva, 1934-.

In the edition for 1959, increase in the material well-being and rise in the cultural standard of the Soviet people, p. 48; training (output) of workers for industry, building, transport and agriculture in educational establishments and schools providing

vocational and technical training, p. 200; training and improving the qualifications of workers and employees in undertakings and establishments, p. 201; culture, p. 203-17; the educational standard of the people of the U.S.S.R. according to the data of the 1959 All-Union census (p. 258-66).

The following concern the Union Republics:

- 495 **MINISTERSTVO FINANSOV SSSR. BJUDŽETNOE UPRAVLENIE** (Ministry of Finance of the U.S.S.R. Budget Administration). *Gosudarstvennye bjudžety sojuznyh respublik v pjatoj pjatiletke* (State budgets of the Union Republics for the fifth five-year plan). Moskva, Gosfinanizdat, 1957. 175 p.

Collection of statistics. Contains information on the financing of social and cultural measures under the budget.

- 496 —. —. *Rashody na social'no-kul'turnye mero-prijatija po gosudarstvennomu bjudžetu SSSR* (Expenditure on social and cultural measures under the U.S.S.R. State budget). Moskva, Gosfinanizdat, 1958. 91 p.

Collection of statistics, compiled by O. P. Vanjukova, G. I. Drejsin, E. D. Lyk'janova and others. Includes details of expenditure on education and physical culture.

The Statistical Departments of the various Republics are under the Central'noe Statističeskoe Upravlenie SSSR (CSU SSSR), the Central Statistical Office of the U.S.S.R. Selected works concerning specific Republics are mentioned below.

For the Kazakh S.S.R. there is

- 497 **STATISTIČESKOE UPRAVLENIE KAZAHSKOJ SSR** (Statistical Department of the Kazakh S.S.R.). *Kul'turnoe stroitel'stvo Kazahskoj SSR* (Cultural development of the Kazakh S.S.R.). Alma-Ata, Gosstatizdat, 1960. 116 p.

By the Statistical Department of the Kazakh S.S.R.; in Russian. Statistical data on the development of universal schooling, the training of specialists and scientists (development of scientific establishments and of networks of libraries, clubs, museums, theatres, cinemas, kindergartens; also data on the press). In many cases, figures for the pre-revolutionary period are included. The latest data in this work are for the period 1958-59.

Latvian S.S.R. statistics are found in

- 498 **STATISTIČESKOE UPRAVLENIE LATVIJSKOJ SSR** (Statistical Department of the Latvian S.S.R.). *Kul'turnoe stroitel'stvo Latvijskoj SSR* (Cultural development of the Latvian S.S.R.). Riga, Latgosizdat, 1957. 172 p. Parallel texts in Russian and Latvian. A collection of statistics by the Statistical Department of the Latvian S.S.R.

For the R.S.F.S.R. there are:

- 499 **CENTRAL'NOE STATISTIČESKOE UPRAVLENIE RSFSR** (Central Statistical Department of the R.S.F.S.R.).

Kul'turnoe stroitel'stvo RSFSR. Statističeskij sbornik (Cultural development of the R.S.F.S.R.; collection of statistics). Moskva, Gosudarstvennoe statističeskoe izd-vo, 1958. 459 p.

Collection of statistics by the Central Statistical Department of the R.S.F.S.R. The indices in respect of the R.S.F.S.R. given in this collection are compared with the figures for 1927, 1940 and the pre-Revolution period. Figures for the Autonomous Republics, territories and regions are based on the boundaries in force on 1 November 1957.

- 500 —. *Narodnoe hozjajstvo RSFSR* (National economy of the R.S.F.S.R.). Moskva, Gosudarstvennoe statističeskoe upravlenie RSFSR, 1921- . Annual. By the Central Statistical Department of the R.S.F.S.R. In the issue published in 1957: valuable data on the development of the national economy and culture of the R.S.F.S.R. as compared with 1940, 1928 and 1913. Basic indices for the Autonomous Republics, territories and regions of the R.S.F.S.R.

- 501 —. *RSFSR za 40 let; statističeskij sbornik* (The R.S.F.S.R. in the past 40 years; collection of statistics). Moskva, Sovetskaja Rossija, 1958. 223 p. Includes basic indices showing the development of the national economy and culture of the R.S.F.S.R. as a whole and in each of the Autonomous Soviet Socialist Republics.

Turkmen S.S.R. statistics include:

- 502 **MINISTERSTVO PROSVEŠČENIJA TURKMENSKOJ SSR** (Ministry of Education of the Turkmen S.S.R.). *Narodnoe obrazovanie Turkmenskoj SSR za 40 let* (Public education in the Turkmen S.S.R. over the past 40 years). Ašhabad, Turkmenučpedgiz, 1957. 71 p.

Statistics by the Ministry of Education of the Turkmen S.S.R. Basic indices of cultural development. Figures on general education schools, educational establishments for children, training of key personnel. The data given for the past few years (ending 1956-57-58) are compared with figures for 1924—the year of the founding of the Turkmen S.S.R.—for 1940 and for the pre-Revolution period.

- 503 **STATISTIČESKOE UPRAVLENIE TURKMENSKOJ SSR** (Statistical Department of the Turkmen S.S.R.). *Kul'turnoe stroitel'stvo Turkmenskoj SSR* (Cultural development of the Turkmen S.S.R.). Ašhabad, Turkmengosizdat, 1960. 131 p.

By the Statistical Department of the Turkmen S.S.R., on the development of universal education, the training of specialists and scientists, the development of scientific institutions, the network of libraries, clubs, museums, theatres and cinemas and the increase in the number of books published. These data are compared with the figures for 1913 (before the Revolution), 1914-15, the year of the founding of the Turkmen S.S.R. (1924), and the years 1940-41.

For statistics of the Ukrainian S.S.R. consult

- 504 **STATISTIČESKOE UPRAVLENIE UKRAINSKOJ SSR** (Statistical Department of the Ukrainian S.S.R.).

Dostiženija Sovetskoj Ukrainy za 40 let (Achievements of the Soviet Ukraine over a period of 40 years). Kiev, Gosstatizdat (Ukrainskoe otdelenie), 1957. 152 p. In Ukrainian.

A collection of statistics by the Statistical Department of the Ukrainian S.S.R.

Lastly, Uzbek S.S.R. statistics include:

- 505 *Statističeskij bjulleten'* (Statistical bulletin), 1956- . Taškent. Monthly. In Uzbek.

Issued by the Statistical Department of the Uzbek S.S.R. A considerable quantity of data on questions of education and training (pre-primary establishments, general education schools—primary, secondary and higher), special educational establishments, etc.

- 506 STATISTIČESKOE UPRAVLENIE UZBEKSKOJ SSR (Statistical Department of the Uzbek S.S.R.). *Narodnoe hozjajstvo Uzbekskoj SSR v ... g.* (National economy of the Uzbek S.S.R. in [year]), 1957- . Taškent, Gosstatizdat, Uzbekskoe otdelenie.

Statistical data by the Central Statistical Department of the Uzbek S.S.R.

- 507 *Uzbekistan za 40 let sovetsoj vlasti. Statističeskij sbornik* (Uzbekistan during 40 years of the Soviet régime. Collection of statistics), ed. by G. Sultanov and G. Nadžimov; ed. comp. I. L. Ustimenko. Taškent, Gosizdat, UzSSR, 1958. 135 p.

Statistical data on the development of the industry, agriculture, culture and education of the Uzbek Republic during the years of the Soviet régime. Section on culture, p. 119-26.

A few works with statistics are mentioned elsewhere [99, 136].

Education biography

The reference work below gives information on biographical dictionaries:

- 508 KAUFMAN, Isaak Mihajlovič. *Russkie biografičeskie i bibliografičeskie slovari* (Russian biographical and bibliographical dictionaries), rev. enl. ed. Moskva, Goskul'tprosvetizdat, 1955. 751 p.

Dictionaries and collections of biographies of a general character, dictionaries and collections of biographies of scientists, dictionaries of writers and scholars, doctors, engineers, persons engaged on work connected with books (publishers, bibliographers, librarians), artists, musicians; regional dictionaries, encyclopaedic dictionaries, etc. There is also material relating to pedagogues and public education workers.

The main reference for biographical information on educators both living and dead is

Pedagogičeskij slovar' v dvuh tomah [6].

This includes particulars concerning the members of the Academy of Pedagogical Sciences.

The two biographies following are of more limited scope:

- 509 *Armjanskije pedagogi, XIX v.* (Armenian pedagogues, nineteenth century), Kn. I (Book I), comp. and ed. by A. Š. Šavaršjan. Erevan, Armučpedgiz, 1958. 632 p. In Armenian.

- 510 KADŽAJA, V. *Gruzinskije pedagogi. Očerki* (Georgian pedagogues. Notes). Tbilisi, Izd-vo Instituta, 1955. 258 p. In Georgian.

Bibliography (292 titles), p. 243-55.

The three works following deal with Alexandr Ivanovič Gercen and his views of education:

- 511 BUHŠTAB, B. Ja. A. I. Gercen. *Ukazatel' osnovnoj literatury* (A. I. Gercen. Index of basic literature). Leningrad, Leningradskoe gazetno-žurnal'noe i knižnoe izdatel'stvo, 1945. 88 p.

Gercen's views on pedagogics (6 titles in Russian), p. 55.

- 512 GERCEN, Aleksandr Ivanovič. *Izbrannye pedagogičeskie vyskazyvanija* (Selected statements on educational questions). Moskva, Izd-vo APN RSFSR, 1951. 467 p.

Introduction by M. F. Šabaeva: A. I. Gercen and his pedagogical theories. The footnotes to M. F. Šabaeva's article mention works dealing with Gercen's views on pedagogical questions.

- 513 ZEJLIGER-RUBINŠTEJN, Evgenija Iosifovna. *Pedagogičeskie vzgljady A. I. Gercena* (A. I. Gercen's views of pedagogics). Leningrad, Izd-vo Leningradskogo universiteta, 1958. 160 p.

The footnotes contain a valuable bibliography.

Two works on Nadežda Konstantinovna Krupskaja are noted below:

- 514 ANDREEVA, E. P. N. K. Krupskaja, *bibliografičeskij ukazatel'* (N. K. Krupskaja, a bibliographical index). Moskva, Izd-vo APN RSFSR, 1959. 79 p.

This index includes various editions of N. K. Krupskaja's works (collected works, selected pedagogical works, collections of her writings on specific subjects, editions of individual works, archive material published in the periodical press over the past two years (also articles on her life and works), books, articles published in periodicals as well as the most important articles published in newspapers. Most of the works listed in the index are of recent publication (268 titles). There is also an auxiliary index of the works of N. K. Krupskaja and of authors of books and articles about her.

- 515 DZEVERIN, O. 'Trudy N. K. Krupskoj i raboty o nej, opublikovannye na Ukraine' (N. K. Krupskaja and works concerning her published in the Ukraine). In: *Rad. škola*, no. 2, 1959, p. 93-6. In Ukrainian.

A bibliographical index.

The following works by Hrustaleva and Tertičnyj deal with Anton Semenič Makarenko:

- 516 HRUSTALEVA, Vera Alekseevna. *A. S. Makarenko, bibliografičeskij ukazatel'* (A. S. Makarenko, a bibliographical index), ed. by N. A. Sundukov. Moskva, Izd-vo APN RSFSR, 1959. 136 p.

A bibliography of the works of A. S. Makarenko and of works concerning him. It includes all Makarenko's works published in Russian and in the other languages of the peoples of the U.S.S.R. in the period 1932-58. The works concerning A. S. Makarenko include reviews of his writings, published in the chief periodicals and newspapers; theses and authors' summaries of theses, dealing with the literary and pedagogical works of Makarenko; and a bibliography. This index contains a total of over 900 titles. [See also 248.]

- 517 TERTIČNYJ, I. P. *A. S. Makarenko. Bibliografičeskij ukazatel'* (A. S. Makarenko, a bibliographical index). Kiev, 1956. 24 p. In Ukrainian.

The two references below concern Dmitrij Ivanovič Pisarev:

- 518 BUHŠTAB, B. Ja. *D. I. Pisarev: Ukazatel' osnovnoj literatury* (D. I. Pisarev, an index of basic literature). Leningrad, 1940. 20 p.

Includes views on pedagogics of Dmitrij Ivanovič Pisarev.

- 519 PISAREV, Dmitrij Ivanovič. *Izbrannye pedagogičeskie sočinenija* (Selected pedagogical works). Moskva, APN RSFSR, 1951. 415 p.

Introductory article by N. F. Poznanskij: 'D. I. Pisarev's views on pedagogics', p. 5-48.

Following are selected works on or by individual educators:

- 520 BERŠADSKAJA, Dina Semenova. *Pedagogičeskie vzgljady i dejatel'nost' S. T. Šackogo* (Pedagogical theories and work of S. T. Šackij), ed. by A. N. Volkovskij and M. P. Malyšev. Moskva, Izd-vo APN RSFSR, 1960. 263 p.

On pages 249-55, there is a bibliography of the works of Stanislav Teofilovič Šackij (141 titles in Russian).

- 521 ČERNYŠEVSKIJ, Nikolaj Gavrilovič. *Izbrannye pedagogičeskie proizvedenija* (Selected pedagogical works). Moskva, Izd-vo APN RSFSR, Institut teorii i istorii pedagogiki, 1953. 771 p.

Introductory articles: 'N. G. Černyševskij, his life and views on pedagogics', p. 5-84, by Professor V. Z. Smirnov; p. 767-8, 'Literature'.

- 522 DOBROLJUBOV, Nikolaj Aleksandrovič. *Pedagogičeskie sočinenija* (Writings on the subject of pedagogics), 2nd ed. rev. and enl., edited and with an introductory article and notes by I. M. Duhovnyj. Moskva, Učpedgiz, 1949. 623 p.

Bibliographical index on p. 577-603, providing information about N. A. Dobroljubov's bibliographical works and literature concerning him, including literature dealing with his views on pedagogics.

- 523 GESELEVIČ, Anatolij Mihajlovič. *Naučnoe, literaturnoe i epistoljarnoe nasledie Nikolaja Ivanoviča Pirogova* (The scientific and literary works and letters of Nikolaj Ivanovič Pirogov. Bibliographical index). With a preface by A. N. Bakulev. Moskva, Medgiz, 1956. 263 p.

This is a bibliography of the medical, pedagogical and socio-political writings of N. I. Pirogov, his official and personal letters, papers, notes, reports and other documents bearing his signature, etc. It also includes reviews and criticism of his works. The section entitled 'Writings and documents on pedagogical and social themes' contains 67 entries.

- 524 LORDKIPANIDZE, David Onisimovič. *Velikij Gruzinskij pedagog Jakob Gogebašvili* (Jakob Gogebašvili, the great Georgian pedagogue). Tbilisi, Izd-vo Instituta, 1955. 77 p. In Georgian.

LUNAČARSKIJ, Anatolij Vasil'evič. *Lenin i narodnoe obrazovanie* [246].

—, *O narodnom obrazovanii* [247].

- 525 —, *Stat'i o Černyševskom* (Articles on Černyševskij). Moskva, Gospolitizdat, 1958. 120 p.

Epilogue and notes by E. A. Mel'nikova.

- 526 RAZUMOVSKIJ, Nikolaj Nikolaevič. *Pedagogičeskie idei N. G. Černyševskogo* (N. G. Černyševskij's pedagogical ideas), ed. by Professor N. A. Konstantinov. Moskva, Učpedgiz, 1948. 478 p.

Bibliography of N. G. Černyševskij's statements on pedagogics, p. 447-56; bibliography of works consulted in studying N. G. Černyševskij's opinions, p. 468-9.

- 527 SANTROSJAN, Mušet Ajrapetovič. *Hačatur Abovjan—vydajuščijsja armjanskij pedagog* (Hačatur Abovjan, the eminent Armenian pedagogue). Moskva, Učpedgiz, 1957. 159 p.

The pedagogical work and theories of H. Abovjan (1805-48). Bibliography (61 titles in Russian), p. 156-8.

Education libraries and museums

A major education library is that of the Academy of Pedagogical Sciences of the R.S.F.S.R., the K. D. Ushinsky State Educational Library:

- 528 GOSUDARSTVENNAJA BIBLIOTEKA IMENI K. D. UŠINSKOGO

Bol'soj Tolmačevskij per., 3, Moskva.

The following is the education library of the Georgian S.S.R., the Ja. S. Gogebašvili State Library on Public Education:

- 529 BIBLIOTEKA GOSUDARSTVENNAJA PO NARODNOMU OBRAZOVANIJU IM. JA. S. GOGEBAŠVILI
Tbilisi.

Information on the two libraries above may be found in *Pedagogičeskij slovar' v dvuh tomah* [6], on pages 103-4 of volume I.

The National Library, or Lenin State Library, should also be mentioned. Its address is

- 530 GOSUDARSTVENNAJA BIBLIOTEKA IMENI V. I. LENINA
Mokshovaja 3, Moskva.

For information on the National Library, see

- 531 *Putevoditel' po Gosudarstvennoj Biblioteke SSSR imeni V. I. Lenina* (Guide book to the Lenin State Library of the U.S.S.R.), by M. M. Klevenkij. Moskva, Izd. Biblioteki im. V. I. Lenina, 1959. 200 p.

An historical outline of the library, the composition of its stocks, its activity and the kinds of facilities provided for readers.

The following works may also be consulted regarding libraries:

- 532 ALEKSANDROV, F. *Biblioteki Moskvy, spravočnik* (The libraries of Moscow, a reference book), comp. by F. Aleksandrov. Moskva, Moskovskij rabočij, 1957. 87 p.

Provides information on the State Lenin Library of the U.S.S.R., the State Historical Public Library of the R.S.F.S.R., the All-Union State Library of Foreign Literature, the Central Polytechnical Library of the All-Union Society for the Propagation of Political and Scientific Knowledge, the State Central Theatrical Library of the Ministry of Culture of the U.S.S.R., as well as other libraries.

- 533 *Biblioteki Akademii (Akademii nauk SSSR), spravočnik* (The libraries of the academy (Academy of Sciences of the U.S.S.R.), a reference book), comp. by A. I. Čebotarev. Moskva, Izd. Akademii nauk SSSR, 1959. 323 p.

Deals primarily with institutions attached to the Academy of Sciences of the U.S.S.R.: the main library, the fundamental social sciences library, the Eastern department—which is part of the network of special libraries belonging to its branches and to its Siberian section—as well as special libraries of its peripheral institutions. Deals also with special libraries belonging to Moscow and Leningrad institutions, and with children's libraries.

- 534 NAUČNAJA KONFERENCIJA, 23-26 dekabnja 1957 g. *Doklady*. (Papers), 40 let bibliotečnogo stroitel'stva v SSSR (Forty years of library building in the U.S.S.R.), ed. by F. S. Abrikosova. Moskva, 1958. 287 p.

Papers presented at the scientific conference held from 23 to 26 December 1957. Describe, in particular, the development of librarianship training in the U.S.S.R., the progress of the Lenin Library and various aspects of its activity and the present position as regards library work in five of the Union Republics—the Ukrainian S.S.R., the Byelorussian S.S.R., the Georgian S.S.R., the Kirghiz S.S.R., and the Latvian S.S.R.

- 535 *Spravočnik-putevoditel' po Biblioteke Akademii nauk SSSR* (Reference book and guide book on the Library of the Academy of Sciences of the U.S.S.R.), by I. F. Grigor'eva, T. M. Koval'čuk and T. I. Skripkina. Moskva/Leningrad, Izd. Akademii nauk SSSR, 1959. 112 p.

A brief historical survey. Deals with the structure and organization of the library's work, book stocks, catalogues, scientific bibliographical work, the science libraries of the academic institutions of Leningrad, and other information on libraries. The appendixes include in particular the statute of the library and a list of basic literature on the library. Bibliography, p. 106-8.

The principal source of educational documentation in the United Arab Republic¹ is

- 1 MARKAZ AL-WATHĀ'IQ AL-TARBAWĪYAH LIL-JUMHŪRĪYAH AL-'ARABĪYAH AL-MUTTAHIDAH² (Education Documentation Centre for the United Arab Republic)

33 Shari' al-Falaki, al-Qāhirah (Cairo), al-Jumhūriyah al-'Arabīyah al-Muttaḥidah (U.A.R.).

Following the reorganization of the educational administration in the United Arab Republic, whereby three Ministries of Education came into being—the Central Ministry of Education (Wizārat al-Tarbiyah wa-al-Ta'lim al-Markaziyyah) and the two regional Ministries of Education for Egypt and Syria, Presidential Decree no. 107 of 1959 was issued to reorganize the Education Documentation Centre, placing it under the responsibility of the Under-Secretary of State for Educational Planning in the Central Ministry of Education. Ministerial Decree no. 38 of 1959 was issued to define the principal functions of the centre, which can be summed up as being to provide documentary services to research workers and to undertake educational studies and research work required nationally or internationally. In addition, the centre organizes conferences and seminars to examine and recommend action on certain problems in the field of education.

Since the centre is an organ of educational and bibliographical research, compiling and diffusing information, it is able to provide accurate and full educational information. One of the projects which it began and advanced during the year 1960 was *al-Fihris al-'ām lil-māddah al-tarbawīyah fī al-'ālam al-'arabi* (Union catalogue for the educational publications in the Arab World). Completion is scheduled for 1962.

[For the centre's publications see 11-14, 25, 26, 87.]

Reference works

There are no encyclopaedic works in the United Arab Republic. For background information, reference must be made to the following:

- 2 HARBĪ, Muḥammad Khayrī. 'Education in Egypt'. In: *Education abstracts* (Paris), vol. IX, no. 8, October 1957, 11 p. Published also in French and Spanish.
Contains an historical introduction to education in Egypt, its development and system, followed by an annotated bibliography divided into sections: statistics and yearbooks; historical studies; primary education; secondary education; teacher training; al-Azhar; education laws; special studies; educational periodicals.
- 3 —; MIHRIZ, Zaynab Maḥmūd. *al-Murshid fī nuẓum al-ta'lim bi-al-Iqlīm al-Miṣrī*, 1957/58 (Guide to school system in the Egyptian Region, 1957/58). al-Qāhirah, Markaz al-Wathā'iḳ al-Tarbawīyah (Education Documentation Centre), 1959. 264 p.
A manual on the school system dealing with all levels and types of education. Includes curricula, courses of study, admission as well as examinations—covering all schools, institutes, universities and colleges. Comprehensive bibliography.

- 4 *Ḥawliyat al-thaqāfah al-'Arabīyah* (Yearbook of Arab culture), compiled and edited by Sāti' al-Huṣarī (Abu Khaldūn). al-Qāhirah, Jāmi'at al-Duwal al-'Arabīyah, al-Idārah al-Thaqāfīyah (Arab League, Cultural Department), 1948/49-1955/56. 5 vols.

Based on official documents, describes background and current trends in the Arab countries. Shows in a factual way the tendencies, attitudes and objectives of the educational systems in the Arab countries as reflected in administration, curricula, school building programmes, budgets, libraries, etc. The text is well supported by statistical data.

- 5 AL-IQLĪM AL-SŪRĪ. WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM (Syrian Region. Ministry of Education). *Majmū'at al-nusūs al-qānūniyah al-muta'alliqah bi-Wizārat al-Tarbiyah wa-al-Ta'lim fī al-Iqlīm al-Sūrī* (Index to the Educational Code in the Syrian Region). Dimashq, 1958. 16 p. Stencilled.
A subject index to the educational regulations from 1944 to 1958.

- 6 *al-Nashrah al-Miṣriyah lil-Maṭbū'āt* (Egyptian publications bulletin), 1956-. al-Qāhirah, Dār al-Kutub al-Miṣriyah. 3 issues a year.

A bibliographical list of the publications received by the library according to the Legal Deposit Law no. 354 of 1954. The list is prepared by the Legal Deposit Section in the Egyptian National Library; it is classified broadly according to Dewey's scheme. The materials are arranged alphabetically by title. Among the divisions is that of education (al-tarbiyah wa-al-ta'lim). An index by author, and a section devoted to periodicals are included.

- 7 AL-QABBĀNĪ, Ismā'īl Maḥmūd. *Dirāsāt fī masā'il al-ta'lim* (Studies in educational problems). al-Qāhirah, al-Nahḍah al-Miṣriyah [1951]. 372 p.

Contains the lectures, essays, reports and studies prepared by the author since 1925. The model schools, their teaching methods, system of administration and discipline are dealt with fully, as is the general organization of education at the various levels. Appendixes cover the reform of elementary education and reorganization of general education in 1945 and 1946, and the examination problem.

- 8 —. *A hundred years of education in Egypt*. Washington, D.C., Egyptian Education Bureau, 1946. 16 p. (Pamphlet no. 1).

A survey of the cultural background and development of the general system of education. Traces the system through the period before and after British control and under the constitutional régime, and outlines the programmes of educational expansion that began in 1947.

- 9 RADWĀN, Abū al-Futūḥ Aḥmad. *Old and new forces in Egyptian education; proposals for the reconstruction of the programme of Egyptian education in the light of recent cultural trends*. New York,

1. See the chapter on the Syrian Arab Republic.

2. The Arabic titles, addresses, etc., have been transliterated.

Columbia University, Teachers College, 1951. 192 p. (Contribution to education, no. 973).

An assessment of Egypt's cultural and educational traditions, pointing out the values in the heritage of ancient and Islamic Egypt, with a study of the old Islamic education. The historical introduction is followed by a description of the attempts to establish a national system of education. This part is especially interesting for the study of the interaction of the old and new forces, which introduces the author's own views on contemporary Egypt and its demands on education, and his suggestions for educational reform in the light of the country's needs.

- 10 WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM AL-MARKAZIYAH. AL-MAKTABAH (Central Ministry of Education. Library). *Fihris al-jumūn lil-kutub al-muḍāfah fī sanat 1955* (Classified catalogue of books acquired since 1955). al-Qāhirah, 1956. Annual.

A general list of publications added to the collection of the library of the Central Ministry of Education, including the educational works. Classified according to the main classes and sections of Dewey's scheme.

- 11 ——. MARKAZ AL-WATHĀ'IQ AL-TARBĀWĪYAH (Central Ministry of Education. Education Documentation Centre). *al-Dalil al-bibliyūjrafī li-matbū'at Wizārat al-Tarbiyah wa-al-Ta'līm al-Markaziyah, wa-Wizārat al-Tarbiyah wa-al-Ta'līm al-Tanfīdhīyah bi-al-Iqlīm al-Janūbī, 1950-1960* (The bibliographical guide to the publications of the Central Ministry of Education, and the Executive Ministry of Education in the Southern Region, 1950-60). al-Qāhirah, 1961. 114 p.

A bibliographical list of 506 entries of the official educational publications issued by the two Ministries in the period covered, entered under organs and departments alphabetically with serial numbers. An index by organs and departments represented in the guide, and another by the titles of the publications included.

- 12 ——. ——. *al-Fihris al-abjadī al-mawḍū'ī li-al-qawānīn wa-al-qarārāt al-jumhūrīyah wa-al-wizāriyah wa-al-manshūrāt al-ammah wa-al-kutub al-dawriyah wa-al-balāghāt . . . al-ṣādirah fī, 1956-* (The alphabetical subject index to laws, presidential and ministerial decrees and official circulars . . . issued during the year, 1956-). al-Qāhirah, 1958. Annual.

Index to regulations and orders concerning the organization of the Ministries of Education in the U.A.R., the school system and administration, issued during the year starting from January. The indexes of 1956, 1957 and 1958 were devoted to the Egyptian Ministry of Education.

- 13 ——. ——. *al-Taqrīr al-sanawī li-Idārat al-Buḥūth al-Fannīyah wa-al-Mashrū'āt* (The annual report of the Department of Educational Research and Projects). al-Qāhirah, 1958. 100 p.

Prepared by the Education Documentation Centre for the U.A.R. Contains an historical survey of the development of

this department, functions of the different sections and their works listed in an annotated bibliography. [See also 28.]

- 14 ——. ——. *Ta'rīf bi-al-wathā'iq al-tarbawīyah, I-* (An annotated bibliography of educational documents, I-). al-Qāhirah, 1958.

Issued at irregular intervals, to provide information about the important documents which the Education Documentation Centre receives. The bibliography is divided according to selected subject headings covering the field of education, supported by cross references and indexes.

Legislative and policy documentation

The separate Egyptian and Syrian Constitutions in effect at the time of unification, which was proclaimed in February 1958, vested responsibility for education in the respective States. Among other educational provisions, the 1956 Egyptian Constitution stated: 'The State exercises control over public education regulated by law. Throughout its diverse stages in State schools, education is given free of charge in accordance with the limits defined by law' (Article 50); 'Elementary education is compulsory, and freely provided in State schools' (Article 51).

The 1950 Syrian Constitution in effect until 1953 and reinstated in 1954 stated *inter alia* in Article 28/4 that: 'The State may supervise all institutions of learning in the country. The procedure for such supervision shall be determined by law.'

Egyptian and Syrian Education Laws on organization and implementing decrees, authorize the Ministries in the two Regions to exercise jurisdiction over public and private education except for those activities assigned to other ministries.

All laws, decrees and regulations in force in each of the two Regions at the time the Provisional Constitution comes into effect remain valid within the regional spheres where they were intended. These laws, decrees and regulations may, however, be abrogated or amended according to the procedure established in the present Constitution, Article no. 68.

Terms which occur in the titles of the legislative documents and regulations arranged according to their force are as follows:

Qānūn (law): promulgated by the National Assembly.
Qarār Ra'īs al-Jumhūrīyah (Presidential Decree): promulgated by the President of the Republic.
Qarār Wizārī Markazī (Central Ministerial Decree): promulgated by the Central Minister of Education.
Qarār Wizārī Tanfīdhī (Executive Ministerial Decree): promulgated by the Executive Minister of Education in each of the two Regions, and valid within the regions for which it is intended.

Documents entitled *Manshūr'Ām*, *Balāgh* and *Kitāb Dawrī* are official circulars issued by the organs of the three Ministries—which have supervision authority—to the small departments and sections, to collect data and information or to give them executive orders and instructions.

Educational laws and decrees are located in the *al-Jarīdah al-rasmīyah* (Official gazette), and in reprints as shown in the following entries; they are also indexed with the circulars [12].

General

- 15 *Qānūn raqam 160 li-sanat 1958 bi-sha'n tanzīm al-madāris al-khāṣṣah fī al-Jumhūriyah al-'Arabīyah al-Muttaḥidah* (Law no. 160 of 1958, concerning the organization of non-governmental schools in the U.A.R.). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Shu'ūn al-Qānūniyah (Egyptian Ministry of Education, Department of Legal Affairs), 1959. 134 p.
- 16 *Qānūn raqam 184 li-sanat 1958 fī sha'n tanzīm al-jāmi'āt fī al-Jumhūriyah al-'Arabīyah al-Muttaḥidah* (Law no. 184 of 1958, concerning the organization of the universities in the U.A.R.). al-Qāhirah, al-Majlis al-A'lā lil-Jāmi'āt (Higher Council of Universities), 1958. 51 p.
- 17 *Qarār Ra'is al-Jumhūriyah al-'Arabīyah al-Muttaḥidah raqam 1911 li-sanat 1959 bi-al-lā'ihah al-tanfīdhīyah li-qānūn tanzīm al-jāmi'āt fī al-Jumhūriyah al-'Arabīyah al-Muttaḥidah* (Presidential Decree no. 1911 of 1959, concerning the executive regulations of the law organizing the universities in the U.A.R.). al-Qāhirah, al-Majlis al-A'lā lil-Jāmi'āt (Higher Council of Universities), 1959. 691 p.

[See also 20.]

Egyptian Region

- 18 *Majmū'at qawānīn al-ta'līm wa-al-qarārāt al-wizāriyah al-khāṣṣah biḥā* (Compilation of the educational laws and ministerial decrees). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Shu'ūn al-Qānūniyah (Egyptian Ministry of Education, Department of Legal Affairs) [1960]. 586 p.

A collection of the laws, presidential and ministerial decrees governing the organization and administration in the primary, general preparatory and secondary stages, as well as the industrial, commercial and agricultural preparatory and secondary education. The laws and decrees concerning general and rural teacher training schools, and private schools are also included.

- 19 *Qānūn raqam 26 li-sanat 1936 bi-i'ādat tanzīm al-jāmi' al-Azhar wa-al-qawānīn al-mu'addilah lahu, lighāyat al-qarār al-jumhūrī raqam 1525 li-sanat 1959* (Law no. 26 of 1936 concerning the reorganization of al-Azhar, and the amendments, till the Presidential Decree no. 1525 of 1959). al-Qāhirah, 1960. 59 p. Reprinted by al-Azhar.

[See also 22 and International sources 97.]

Syrian Region

[See 5, 21, 82.]

Administration of the educational system

Education in the United Arab Republic is a function of the State, financed from the national budget which is issued annually by the Central Ministry of the Treasury. Information concerning financing can be found in *The United Arab Republic year book* [see also 26, 37]. After the unification of the two Regions in the U.A.R., a Central Ministry of Education was established at Cairo, the Capital of the Republic. Its chief concern is to lay down the public policy of education in the whole Republic on the national level.

For further information concerning this Ministry, refer to

- 20 *Qarār Ra'is al-Jumhūriyah al-'Arabīyah al-Muttaḥidah raqam 107 li-sanat 1959 fī sha'n mas'ūliyat wa-tashkīl Wizārat al-Tarbiyah wa-al-Ta'līm al-Markazīyah* (Presidential Decree no. 107 of 1959, concerning the responsibilities and formation of the Central Ministry of Education).

[For the Ministry's publications see 11.]

Two executive ministries of education—one in the Egyptian Region at Cairo (al-Qāhirah) and the other in the Syrian Region at Damascus (Dimashq)—are responsible for putting into action in the respective Regions the policy planned by the Central Ministry of Education.

The functions and responsibilities of these two ministries are shown in:

- 21 *Qarār Ra'is al-Jumhūriyah al-'Arabīyah al-Muttaḥidah raqam 1532 li-sanat 1959 fī sha'n tanzīm wa-taḥdīd al-malak al-khāṣ bi-Wizārat al-Tarbiyah wa-al-Ta'līm bi-al-Iqlīm al-Shamālī* (Presidential Decree no. 1532 of 1959, concerning the organization and scale of the Ministry of Education in the Syrian Region).

- 22 *al-Qarārāt al-Wizāriyah al-munazzimah li-ikhtisāṣāt al-wizārah [bi-Iqlīm Miṣr] wa-al-manātiq wa-al-madāris* (Ministerial decrees organizing the concerns of the Ministry [in the Egyptian Region], the zones and schools). al-Qāhirah, Idārat al-Tadrib (Egyptian Ministry of Education, Department of In-Service Training), 1958. 83 p.

Responsibility for operation of most schools is decentralized under respective zones within the framework of control and supervision of the appropriate Ministry.

Law no. 124 of 1960 was promulgated to organize the local administrative councils in the U.A.R., beginning with the Egyptian Region. It will be executed gradually within a period of five years. This new organization will authorize the local councils to take the responsibility for operation and supervision of different levels and types of schools—except those of higher education, model schools, universities and colleges.

For further information refer to:

- 23 *al-Mudhakkirah al-idāhiyah li-qānūn nizām al-idārah al-maḥalliyah raqam 124 li-sanat 1960* (Explanatory note of the Law no. 124 of 1960 concerning the organization of the local administration). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Shu'ūn al-Idāriyah (Egyptian Ministry of Education, Department of Administrative Affairs), 1960. 60 p.
- 24 'Qarār Ra'is al Jumhūriyah al-'Arabīyah al-Mut-tahidah bi-al-qānūn raqam 124 li-sanat 1960 bi-īṣḍār nizām al-idārah al-maḥalliyah'. In: *Al-jaridah al-rasmiyah* (Official gazette), no. 76, April 4, 1960. 12 p.

As noted above [1] the Education Documentation Centre, which is a part of the Central Ministry of Education, can be consulted for educational information.

Among its publications are:

- 25 EDUCATION DOCUMENTATION CENTRE FOR UNITED ARAB REPUBLIC. *Education Documentation Centre for United Arab Republic, aims and functions*. Cairo, 1959. 23 p.

Gives a brief description of the centre, its functions, organization, services, procedure, staff, holdings and equipment.

- 26 ——. *Report on development of education in the United Arab Republic*. Cairo, 1957-. Annual. Published also in Arabic and French.

The first and second reports of 1956/57 and 1957/58 were devoted to education in the Egyptian Region and had the title *Report on the progress of education*. Records the outstanding trends and features of the different educational aspects, and

the advance made in that domain towards the achievement of the national objectives during the year covered. Supported by statistical data.

The two executive Ministries exercise control over public and private education for compliance with law and curricula, and have direct responsibility for controlling the different types of higher institutes, while universities are quasi-independent.

The following Department in the Egyptian Ministry of Education can be consulted also for educational information:

- 27 IDĀRAT AL-BUHŪTH AL-FANNIYAH WA-AL-MASHRŪ'ĀT (Department of Educational Research and Projects)

Shari' al-Falaki, al-Qāhirah.

Its activities and publications are shown in

- 28 *al-Taqrir al-sanawī li-Idārat al-Buhūth al-Fanniyah wa-al-Mashrū'āt* (The annual report of the Department of Educational Research and Projects). al-Qāhirah, 1959-. Annual.

Reviews the activities of the Department, recording its publications during the year. [For an earlier report, see 13.]

Other official reports include:

- 29 AL-HILĀLĪ, Aḥmad Najīb. *Report on educational reform in Egypt*. Cairo, Egyptian Ministry of Education, 1943. 98 p. Published also in French and Arabic.

Outlines a plan for the reorganization of the educational system on a democratic basis. This plan is based on a comparative study of different systems of education in England and America. Considered to be important for the history of education in Egypt.

- 30 HUSAYN, Kamāl al-Dīn. *al-Tarbiyah wa-al-ta'līm fī khams sanawāt, 1952/57* (Education during five years, 1952/57). al-Qāhirah Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Shu'ūn al-'Āmmah (Egyptian Ministry of Education, Department of Public Relations), 1957. 146 p.

A proclamation by Kamāl al-Dīn Husayn, the Minister of Education, in the National Assembly at Cairo in 1957. Reviews the educational and instructional development during the five years covered. Statistical data and photos.

- 31 AL-IQLĪM AL-SŪRĪ. WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM (Syrian Region. Ministry of Education). *Taqrir 'an aḥwāl al-ma'ārif fī Sūriyah khilāl sanat 1945* (Report on educational conditions in the Syrian Region during the year 1945), comp. and ed. by Sāti' al-Ḥusārī. Dimashq, 1946. 142 p.

Critical and historical study on education in the Syrian Region, with statistical data.

- 32 ——. *al-Taqrir al-sanawī 'an al-ma'ārif fī al-Jumhūriyah al-Sūriyah khilāl 'am 1946* (The annual

report on education in Syria during the year 1946), comp. and ed. by Jamīl Ṣalībā. Dimashq [1947]. 96 p.

Gives information concerning the administration and school system, supported by statistical data and diagrams.

- 33 WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM AL-MARKA-ZĪYAH (Central Ministry of Education). *al-taqrīr al-sanawī al-awwal 'an mashrū'āt al-takhtīt wa-al-mutāba'ah fī al-tarbiyah wa-al-ta'līm* (The first annual report on educational projects planning and follow-up). al-Qāhirah, 1959. 82 p.

Explains the proceedings in the different departments and committees of the Central Ministry of Education. Also gives a summary of some of the projects which have already been studied, and others which are still under observation. Includes suggestions concerning certain educational problems.

Structure and organization

The system of public education is organized into three main levels, namely, the primary, the preparatory (lower secondary) and the secondary.

The primary school is an independent stage, providing a total programme of common education for the great mass of children; it is open to all without charge. The law has set 6 years as a minimum age for this compulsory attendance and six years for its duration. If the pupil reaches the age of 14 without having successfully completed primary education, the Ministry of Education declines any further responsibility for his or her education. Handicapped children have the same right to this basic education, on condition that facilities for their education are available.

Preparatory (lower secondary) education is differentiated into six types: general, industrial, agricultural, commercial, technical school for girls, and post-primary. According to the law, these types of schools are independent of the secondary school and cover three years. Pupils who want to enter the general preparatory school must pass an entrance examination in general knowledge, Arabic language and mathematics. The vocational preparatory schools accept pupils after they have passed vocational tests. These schools introduce pupils to vocational and cultural courses. Pupils whose abilities are not suitable for these two kinds of education—the general and vocational—can spend three years in another type of school, called the practical preparatory school (post-primary). This school does not lead to more advanced study, as it is mainly intended to provide semi-skilled labourers.

The preparatory school is separated from the secondary school, as each has its own characteristics, objectives and problems.

The secondary school constitutes the third level. Pupils who obtain the Preparatory Certificate from the general preparatory school can enter one of the following: a general secondary school, a vocational secondary school—with a slant towards commercial, agricultural, industrial or domestic science training—an industrial mechanical school, a school for interior decoration, a school for textiles, a general or rural school for teachers, a school of physical education for teachers, one for social and health workers who visit schools. The whole period of secondary schooling lasts three years. The general secondary school leads to the university and the higher institutes as well as to military colleges. It can also lead to other types of education such as the Institute of Hygiene, the Cashiers' School or telegraph and wireless schools.

The five modern universities are Cairo University, Damascus University, Ein Shams University (at Cairo), Alexandria University, and Assyout University. Each has its own faculties of the various arts and sciences. In most of these faculties the student must spend four years, while more time is required for others such as the faculties of medicine and engineering. [For the classical university of al-Azhar, which is in Cairo, see 19, 46-48.]

For further information concerning the educational system, refer to:

- 34 'AWAD, Muḥammad Wahbah; MANQARYŪS, Riyād. *al-Madrasah, fanniyan wa-idāriyan wa-mālīyan; al-juz' al-khās bi-al-nuzum al-idāriyah wa-al-mālīyah* (The school, technically, administratively and financially; the part of administration and financial regulations). al-Qāhirah, Maktabat al-Anjlū al-Misriyah, 1960. 380 p.

Explains in detail the regulations which govern the administrative and financial systems in faculties, institutes and schools affiliated to the Ministry of Education in the Egyptian Region. The first section deals with the various aspects of school administration, such as the administration system, students' affairs, and the staff (scale and salaries). The second section is concerned with accounts and provisional affairs.

- 35 HARBĪ, Muḥammad Khayrī; 'AFĪFĪ, Muḥammad al-Hādī. *Education in modern Egypt*. Cairo, Egyptian Ministry of Education, Department of Public Relations, 1958. 45 p.

Reviews the present system of education, the major forces that shaped it and the new trends which are based on the national objectives.

- 36 —; AL-'AZZAWĪ, al-Sayyid Muḥammad. *Education in Egypt (U.A.R.) in the 20th century*. Cairo, Education Documentation Centre, 1960. 128 p.

An historical survey of the period extending from 1882, dealing with all stages and types of education existing during the period covered, including development and changes. With statistical data and indication of the structure of the educational system.

- 37 HĀSHIM, Aḥmad Najīb. *Education in the Egyptian Region and the five-year plan*. Cairo, Egyptian Ministry of Education, 1960. 42 p.

An address by Aḥmad Najīb Hāshim, the Minister of Education in the Egyptian Region, before the General Congress of the National Union, held in 1960. Composed of two chapters: the first gives a brief review of the work done by the Ministry of Education in the Revolution era and the formation of the United Arab Republic, covering the period extending from 1952 to 1960; the second is devoted to the five year plan in the field of education, to extend from 1960 to 1965.

- 38 al-Lā'ihah al-asāsīyah li-al-kulliyāt wa-al-ma'āhid al-'āliyah al-tābi'ah li-Wizārat al-Tarbiyah wa-al-Ta'līm wa-al-lawā'ih al-dākhiliyah laḥā (The basic and internal regulations concerning the colleges and higher institutes affiliated to the Ministry of Education). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Shu'ūn al-Qānūniyah (Egyptian Ministry of Education, Department of Legal Affairs), 1960. 351 p.

The basic regulations concerning admission, degrees, administration, system of teaching, examinations and the teaching staff in the following colleges and higher institutes which are affiliated with the Ministry of Education in the Egyptian Region: teachers' colleges, institutes of art education for boys and girls at Cairo, institutes of physical education for boys and girls at Cairo and Alexandria, institutes of music education for boys and girls at Cairo, the Institute of Home Economics and Embroidery Arts, the Industrial Institute for Teacher Training, the College of Fine Arts, the College of Applied Arts, the Higher Institute for Social Services and the Higher School of Languages. Followed by other ministerial decrees regulating the aims, administration, curricula and programmes of each of these colleges and institutes.

- 39 WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM AL-MARKAZĪYAH (Central Ministry of Education). *Musābaqat ta'lif kutub madrasīyah* (Competition for composing textbooks). al-Qāhirah, 1960.

Eighteen pamphlets recording the general requirements for the different types of textbooks and principles of composing them; including curricula and schedules for the primary, general preparatory, general secondary and its equivalent stages, as well as teacher training institutes for boys and girls.

- 40 —. *Siyāsat al-tarbiyah wa-al-ta'līm fī al-Jumhūrīyah al-'Arabīyah al-Muttaḥidah* (The educational policy in the United Arab Republic). al-Qāhirah, 1960. 59 p.

Begins with the address of the Central Minister of Education before the General Congress of the National Union, held at

Cairo in 1960, explaining the educational policy and trends in the Republic; supported by statistical data. In the second part the Central Ministry of Education explains how this policy can be executed, reviewing the future trends and projects concerning the primary, general preparatory, general secondary, technical and higher education stages. Deals also with teacher training, school building, school hygiene, educational missions and cultural centres. Includes statistics.

[See also 3, 8 and 26 as well as the educational laws.]

Detailed information concerning universities can be found in the following:

- 41 JĀMI'AT DIMASHQ (Damascus University). *Taqwīm al-'ām al-jāmi'i*, 1953/54- (Calendar of the year, 1953/54-). Dimashq, 1953- . Annual.

Gives information to students concerning Damascus University regulations such as admission, examinations, fees, etc.

- 42 JĀMI'AT AL-ISKANDARIYAH (Alexandria University). *Dalīl al-talīb*, 1958/59 (Student's guide, 1958/59). al-Iskandariyah, 1958. 831 p.

Detailed information, dealing with the history and organization of Alexandria University, admission, educational programmes, general academic regulations, teaching staff, curricula and courses of study, examinations, social activities and other information indispensable for students and those who are interested in compiling information about this university.

- 43 —. *Taqwīm Jāmi'at al-Iskandariyah*, 1951/52- (Alexandria University calendar, 1951/52-). al-Iskandariyah, 1952- . Annual.

Detailed information to illustrate the educational and social life in Alexandria University.

- 44 JĀMI'AT 'AYN SHAMS (Ein Shams University). *Taqrīr mudīr Jāmi'at 'Ayn Shams 'an al-'ām al-jāmi'i*, 1954/55- (Ein Shams University Rector's report of the year, 1954/55-). al-Qāhirah, 1956- . Annual.

Records the latest activities and events concerning the teaching staff, students and equipment at Ein Shams University.

- 45 JĀMI'AT AL-QĀHIRAH (Cairo University). *Taqwīm jāmi'at al-Qāhirah*, 1950- . (Cairo University calendar, 1950-). al-Qāhirah, 1950- . Annual.

Provides the student and those who are interested in Cairo University affairs with detailed information on educational, cultural and social activities. Includes statistical data.

The classical University of al-Azhar at Cairo has been in existence for more than a thousand years and is still the biggest Islamic institution preserving Islamic traditions and knowledge. Within al-Azhar are primary and secondary levels. The system is parallel to the State's, but not secular. Great emphasis is placed on religious and linguistic subjects and on the Koran. For background information refer to:

- 46 ABŪ AL-'UYŪN, Maḥmūd. *al-Jāmi' al-Azhar, nubdhah fī tārīkhīh* (al-Azhar, a short historical essay). al-Qāhirah, Matba'at al-Azhar, 1949. 152 p.

A full account of the history, evaluation of administration, legislation and architecture of this Islamic university. The different levels in the education system and the institutes attached to the university are also discussed. Describes the library system and the extra-mural activities. Statistical data.

- 47 'ARĪQ, 'Abd al-'Azīz. *al-Azhar, the mosque and university*. London, Egyptian Education Bureau [s.d.]. 32 p.

A short account of the historical background of al-Azhar tracing the various reforms carried out. Brief reference is made to the various sections and faculties, libraries and the student medical service, as well as to student physical activities.

- 48 AL-AZHAR. *al-Azhar fī suṭūr* (al-Azhar in brief). al-Qāhirah [1959]. 64 p.

A brief historical survey reviewing the educational activities and administrative development of al-Azhar in the past and present.

[See also 19.]

There are also other colleges, supervised by other Ministries. The Ministry of War supervises the different types of military colleges, while the Ministry of the Interior supervises the Police College.

Besides the universities there are several higher institutes and colleges supervised by the Ministry of Education in the Egyptian Region.

[For detailed information refer to 3 and 38.]

The teacher training schools, institutes and colleges are general and rural teacher training schools, secondary schools of music education and those of physical education. Students are accepted in these schools after they finish their preparatory course (lower secondary). They have to complete a three-year course. Graduates are qualified for teaching in the primary stage.

After students finish their secondary course, they may embark on a four-year period at teacher training higher institutes or colleges. Successful completion of this training qualifies them to teach in the preparatory and secondary levels. [See 3 and 38 for information concerning teacher training establishments.]

Faculties of education are attached to Ein Shams University and Damascus University. They accept graduates of certain faculties such as science and arts who have passed specified tests. Each student specializes for one year in his own field. Graduates are qualified for teaching on the secondary level. Detailed information concerning these faculties can be found in the following publications:

- 49 JĀMI'AT DIMASHQ. KULLIYAT AL-TARBIYAH (Damascus University. Faculty of Education). *al-Taqrīr al-sanawī 'an shu'ūn Kulliyat al-Tarbiyah khilāl al-'ām al-jāmi'i 1957/58-* (The annual report of the Faculty of Education, 1957/58-). Dimashq, 1958- . Annual. Stencilled.

Includes information about the faculty sections, the staff, curricula and other activities of the faculty.

- 50 JĀMI'AT 'AYN SHAMS. KULLIYAT AL-TARBIYAH (Ein Shams University. Faculty of Education). *Dalīl al-kulliyah* (Directory of the faculty). al-Qāhirah, 1959. 150 p.

Contains a short essay on the history of the faculty, a list of officers and authorities, divisions of the faculty, function and curricula, the psychological clinic, diplomas and degrees, the internal mission programme qualifying for higher technical professions and a programme for educational qualifications for university graduate teachers.

The two in-service training departments in the two executive Ministries have an important role in teacher training. Their activities and functions are shown below [51-54]:

- 51 AL-IQLĪM AL-MISRĪ. WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM (Egyptian Region. Ministry of Education). *Dalīl Idārat al-Tadrīb, 1955/56* (In-Service Training Department directory, 1955/56). al-Qāhirah, 1955. 112 p.

Gives information about the department, describing its activities in training and qualifying teachers. Statistical data.

- 52 —. —. IDĀRAT AL-TADRĪB (In-Service Training Department). *Nashrah dawriyah fī shu'ūn al-tadrīb* (Bulletin for in-service training affairs). al-Qāhirah, Dec. 1960- . Irregular.

This bulletin issued by the department notes its projects and the results achieved.

- 53 —. —. —. *al-Taqrīr al-sanawī, 1957-* (The annual report, 1957-). al-Qāhirah, 1957- . Annual.

Reviews the activities of the department, its co-operation with other departments, with the Faculty of Education in Ein Shams University, and with other institutions working in the same field.

- 54 AL-IQLĪM AL-SŪRĪ. WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM. MUDIRIYAT AL-TADRĪB (Syrian Region. Ministry of Education. In-Service Training Department). *al-Taqrīr al-'ām li-al-a'māl allatī qāmat bihā Mudiriyyat al-Tadrīb mundhu inshā'ihā liḥāyat Nisān 1959* (General report on the activities of the In-Service Training Department to April 1959). Dimashq, 1959. 25 p. Stencilled.

A record of the activities of the department illustrating its objectives, and particularly its role in teacher training.

Educational studies and research

Scientific works on both the educational process and the educational system are issued mainly by:

al-Iqlīm al-Miṣri. Wizārat al-Tarbiyah wa-al-Ta'lim.

Idārat al-Buḥūth al-Fannīyah wa-al-Mashrū'āt (Egyptian Region. Ministry of Education. Department of Educational Research and Projects) [28].

al-Majlis al-A'lā li-Ri'āyat al-Funūn wa-al-Ādāb wa-al-'Ulūm al-Ijtimā'iyah. Lajnat al-Tarbiyah wa-'Ilm al-Nafs, al-Qāhirah (Higher Council for the Protection of Arts, Literature, and Social Sciences. Committee of Education and Psychology, Cairo).

Markaz al-Wathā'iq al-Tarbawīyah lil-Jumhūrīyah al-'Arabīyah al-Muttaḥidah (Education Documentation Centre for U.A.R.) [1].

Wizārat al-Tarbiyah wa-al-Ta'lim al-Markazīyah. Maktab Wakīl al-Wizārah li-Shu'ūn al-Takḥṭīf (Central Ministry of Education. Under-Secretary of State's Office for Educational Planning).

The following three faculties of education also issue scientific works:

Dimashq. Jāmi'at Dimashq. Kulliyat al-Tarbiyah (Damascus. Damascus University. Faculty of Education) [49].

al-Qāhirah. Jāmi'at 'Ayn Shams. Kulliyat al-Banāt (Cairo. Ein Shams University. Girls Faculty).

al-Qāhirah. Jāmi'at 'Ayn Shams. Kulliyat al-Tarbiyah (Cairo. Ein Shams University. Faculty of Education) [50].

Theses and results of educational research are submitted to these faculties for the award of diplomas and of the M.A. and Ph.D. degrees. The theses and research material are recorded and are located in the library of each faculty. A list of theses is issued annually by the Faculty of Education in Damascus University.

Some educational journals deal with educational studies and research [see 87].

The publications below are sources of information on studies, principal current problems and trends:

- 55 *al-Kitāb al-sanawī li-mulakhkhaṣ al-buḥūth al-'ilmīyah li-darajatay al-mājistir fī al-tarbiyah wa-duktūrāh al-falsafah fī al-tarbiyah* (The yearbook for the abstracts of M.A. and Ph.D. research in education). al-Qāhirah, 1959-. Annual.

Contains the abstracts of the research accepted by the faculty concerning different aspects of education.

- 56 LUTFI, Muḥammad Qadrī. *Dirāsāt fī nuzum al-ta'lim* (Studies on educational systems). al-Qāhirah, Maktabat Miṣr, [1958]. 344 p.

A comparative work which reviews the different educational systems in some countries, indicating likenesses and differences. The countries compared are in this order: Iraq (with a comparison between its educational system and those of other Arab countries including the Egyptian Region), Iran, Turkey, India, Pakistan, Afghanistan, the Democratic People's Republic of China, Indonesia, and the Philippines.

- 57 MATTHEWS, Roderic D.; AKRAWI, Matta. *Education in Arab countries of the Near East*. Washington, D.C., American Council on Education, 1949. 584 p.

A descriptive report on education at all levels in the six countries visited and studied: Egypt and Syria, Iraq, Palestine, Jordan and Lebanon. The problems of education, its laws and governing regulations are discussed in relation to the cultural background of the area. This report is considered to be an important contribution to the literature of comparative education.

- 58 MU'TAMAR HAY'AT AL-TAFTISH, al-Qāhirah, Fab-rāyer 1956 (The Inspection Staff Conference, Cairo, February 1956). *Majmū'at al-muḥādarāt wa-al-tawṣiyāt* (Lectures and recommendations). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'lim bi-Iqlīm Miṣr, Idārat al-Tadrīb (Egyptian Ministry of Education, Department of In-Service Training), [1956]. 89 p.

Includes lectures on guidance and evaluation, the supervisor's role in evaluation, modern trends in inspection, the relation between inspection staff and the departments of the Ministry and the zones. Also included are a questionnaire on the problems of inspection in the Egyptian Region, and recommendations for the inspection staff of Arabic, English and French languages, social studies, science, mathematics and art education.

- 59 MU'TAMAR AL-MA'AHID AL-'ALIYAH AL-FANNIYAH, al-Qāhirah, Fab-rāyer 1961 (Technical High Institutes Conference, Cairo, February 1961). [Taqrir] (Report). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'lim al-Markazīyah (Central Ministry of Education), 1961. [A collection of separate pamphlets.]

The conference aims to study the general problems of the technical high institutes. The collection contains the opening introduction by the Central Minister of Education, reports and the results of research submitted to the conference, as well as the recommendations of the four conference committees concerning the industrial, agricultural, and commercial higher institutes and the Faculty of Applied Arts.

- 60 MU'TAMAR AL-MADARIS AL-NAMUDHAIYAH, al-Is-kandariyah, Oghustus 1959 (Model Schools Conference, Alexandria, August 1959). [Taqrir] (Report). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'lim bi-Iqlīm Miṣr, Idārat al-Buḥūth al-Fannīyah wa-al-Mashrū'āt (Egyptian Ministry of Education, Department of Educational Research and Projects), 1959. 211 p.

Teachers, headmasters and inspectors of model schools, as well as supervisors from the Department of educationa

research and projects, faculties of education and teachers colleges were the members of the conference. The conference discussed the aims and functions of model schools in the new era, the general planning, experiments in model schools, technical and administrative problems. Lectures, proceedings and recommendations are included. One appendix is devoted to Ministerial Decree no. 1044 of 1959 concerning the administration of model schools, and another to Ministerial Decree no. 1045 of 1959 concerning the statute of these schools.

- 61 MU'TAMAR AL-MASHRŪ'ĀT AL-TARBAWĪYAH LI-MANĀTIQ AL-QĀHIRAH AL-THALĀTH WA-AL-JĪZAH, al-Qāhirah, Yanāyer 1960 (Educational Projects Conference of the Three Zones of Cairo and Gizah Zone, Cairo, January 1960). [Taqrīr wa tawṣīyāt] (Report and recommendations). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Buhūth al-Fannīyah wa-al-Mashrū'āt (Egyptian Ministry of Education, Department of Educational Research and Projects), 1960. 109 p.

The conference aims to identify the concept of the educational project idea, discussing the educational projects of these four educational zones, studying the planning and the evaluation of the educational project, reviewing the problems and difficulties which may face it. Recommendations are included.

- 62 MU'TAMAR AL-TA'LĪM AL-ILZĀMĪ AL-MAJĪNĪ LIL-DUWAL AL-'ARABĪYAH, al-Qāhirah, Dīsember 1954-Yanāyer 1955 (Arab States Conference of Free Compulsory Education, Cairo, December 1954-January 1955). [Taqrīr wa tawṣīyāt] (Report and recommendations). al-Qāhirah, Wizārat al-Tarbiyah wa-al-Ta'līm bi-Iqlīm Miṣr, Idārat al-Thaqāfah (Egyptian Ministry of Education, Cultural Department), [1955]. 259 p.

Reviewing the problems involved, the conference discussed possible means of extending compulsory education in the Arab States—building up schools, improving teachers and curricular standards. It studied also the technical help which international organizations could give in this field. Administration, financing, legislation, teacher training, curricula, and also compulsory education for girls are dealt with fully. Recommendations are included.

[See 85 for research issuing from yet another conference.]

- 63 AL-QABBĀNĪ, Ismā'īl Mahmūd. *al-Tarbiyah 'an tariq al-nashāt* (Education through school activities). al-Qāhirah, al-Nahḍah al-Miṣriyah, 1958. 169 p. The aim is to inform teachers about the use of school activities in education, and to arouse their interest in the subject.
- 64 SĀLIM, Muḥammad Mukhlīṣ. *The training and attitudes of Egyptian biology teachers and American science teachers*. New York, Columbia University, Teachers College, 1951. xiii, 218 p. Appendixes. A study on the attitudes and opinions of the biology teachers in the Egyptian Region towards the objectives of biology teaching and the social implications of biology, compared with those of American science teachers. The study is of value to

teacher colleges and other institutions responsible for teacher training. The first appendix is devoted to the problems and questions concerning biology teaching in secondary schools in the Egyptian Region; the second appendix is an Arabic version of the first.

- 65 SAM'ĀN, Wahīb Ibrāhīm. *Dirāsāt fī al-tarbiyah al-muqāranaḥ* (Studies in comparative education). al-Qāhirah, Maktabat al-Anjlū al-Miṣriyah, 1958. 513 p.

A survey concerning certain educational problems in four countries—the U.S.S.R., France, England and the U.S.A. These problems are the relation between education and the state, educational administration, primary education, secondary education and teacher training.

- 66 SARHĀN, al-Dimirdāsh 'Abd al-Majīd. *Interests and culture: a comparative study of interests, concerns, wishes, likes, dislikes and happiest days of Egyptian and American children*. New York, Columbia University, Teachers College, Bureau of Publications, 1950. 123 p.

A comparative study of a sample of Egyptian pupils (700) and American children in grades 1 to 9. Interests are analysed in certain categories relating to material things, recreational activities, areas of academic studies, fine arts, crafts and hobbies, self improvement and other people. A summary of the main findings as well as the basic differences between Egyptian and American children is included.

- 67 WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM AL-MARKAZĪYAH (Central Ministry of Education). *Aḍwā' fī takhṭīṭ al-mashrū'āt al-ta'līmīyah wa-al-tarbawīyah* (Views on the planning of the educational projects). al-Qāhirah, 1960. 39 p.

Gives the broad lines of planning for education. Three parts: steps in planning the educational projects; some main elements suggested for educational planning; a long range programme for planning projects.

- 68 ——. *Ahdāf ḍūr al-mu'allimīn wa-al-mu'allimāt wa-ba'd wasā'il taḥqīqihā* (The aims of the teacher training institutes and some means of realizing them). al-Qāhirah, 1960. 37 p.

Describes the aims of this stage, explaining how the student should be prepared bodily, mentally, socially, sentimentally and spiritually for his role as a teacher.

- 69 ——. *Ahdāf al-marḥalah al-ibtidā'īyah wa-ba'd wasā'il taḥqīqihā* (The aims of the primary stage and some means of realizing them). al-Qāhirah, 1960. 50 p.

Discusses the aims of this level in detail, mainly to prepare the student for the practical and social life in his environment.

- 70 ——. *Ahdāf al-marḥalah al-i'dādīyah al-'āmmah wa-ba'd wasā'il taḥqīqihā* (The aims of the general preparatory stage and some means of realizing them). al-Qāhirah, 1960. 22 p.

Gives the characteristics of this stage, summarizes its aims in preparing the student bodily, mentally, sentimentally and spiritually.

- 71 WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM AL-MARKAZĪYAH. *Ahdāf al-marḥalah al-thānawīyah al-ammah wa ba'd wasā'il taḥqīqihā* (The aims of the general secondary stage and some means of realizing them). al-Qāhirah, 1960. 29 p.

Detailed discussion regarding building up the student bodily, mentally, socially, sentimentally and spiritually, besides preparing him for daily living. The aims of education of women at the general secondary level are included.

- 72 —. MARKAZ AL-WATHĀ'IQ AL-TARBAWĪYAH (Education Documentation Centre). *Taqrīr lajnat baḥṭh al-ta'līm al-ibtidā'ī* (The Primary Education Commission's report). al-Qāhirah, 1957. 424 p.

Describes the situation of primary education in the Egyptian Region as determined through questionnaires and examinations. Includes recommendations intended for the reform of primary education and appendixes to test pupils' knowledge.

[See also 29, 33.]

Textbooks and instructional materials

[For the general requirements for the different types of textbooks and principles to follow in preparing them, see 39.]

In the Egyptian Region textbook preparation is handled by

- 73 IDĀRAT SHU'ŪN AL-KUTUB (Books Affairs Department).

In the Executive Ministry of Education. The sole authority responsible for preparing textbooks for the different types of schools. This department issues:

- 74 *Majmū'at kushūf al-kutub wa-al-adawāt al-muqarrarah fī al-'ām al-dirāsī 1956/1957-* (Lists of textbooks and equipment for the school year 1956/57-). al-Qāhirah, 1957- . Annual.

Includes all textbooks and equipment adopted for use in the different types of schools and institutes which are under the supervision of the Ministry of Education.

For the history and development of the textbook refer to

- 75 AL-IQLĪM AL-MIṢRĪ. WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM. MATHAF AL-TA'LĪM (Egyptian Region. Ministry of Education. Museum of Education). *Mūjaz tārikh al-kitāb al-madrasī* (A brief history of the textbook), by Zakī Ṣālih. al-Qāhirah, 1960. 272 p.

A brief history of the textbook in the Egyptian Region in the nineteenth and twentieth centuries, its development in vocabulary, letters, style, material, scope, printing and formation. Gives some examples of textbooks in the nineteenth century, together with plans of study and decrees concerning them. Describes the development of the department responsible for textbooks. The three appendixes at the end of the book contain examples of some courses of study; a list of the original and

translated textbooks for different stages in the nineteenth and twentieth centuries and also the primary and secondary textbooks for the years 1901 and 1902; study plans for primary, preparatory and secondary education in the nineteenth and twentieth centuries are likewise included.

Instructional materials are the responsibility of

- 76 IDĀRAT AL-WASĀ'IL AL-TA'LĪMĪYAH (Instructional Materials Department, Executive Ministry of Education), al-Qāhirah.

Furnishes instructional materials to the different schools and institutes which are supervised by the Ministry.

The following departments and organizations produce instructional materials:

- 77 AL-MARKAZ AL-DAWLĪ LIL-TARBIYAH AL-ASĀSĪYAH FĪ AL-'ĀLAM AL-'ARABĪ (Arab States Training Centre for Education for Community Development)
Sirs al-Layyān, Munūfiyah.

- 78 MAṢLAḤAT AL-ĀTHĀR (Antiquities Department)
al-Qāhirah.

- 79 MAṢLAḤAT AL-MISAḤAH (Survey Department)
al-Jizah.

- 80 MU'ASSASAT DA'M AL-SINIMĀ (Cinema Development Organization)
al-Qāhirah.

In the Syrian Region a special department is responsible for textbooks:

- 81 MUDĪRĪYAT AL-KUTUB AL-MADRASĪYAH (Textbooks Department)
Dimashq.

In the Executive Ministry of Education. This department issues annually lists of textbooks for all levels of general education. It takes all the responsibility for furnishing governmental schools with textbooks, according to the following regulations:

- 82 AL-IQLĪM AL-SŪRĪ. WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM (Syrian Region. Ministry of Education). *Anẓimat al-kutub al-madrasīyah al-mu'ammamah; qawānīn, marāsīm tashrī'iyah, qarārāt, ta'līmāt wizāriyah* (Nationalized textbook regulations; laws, decrees, etc.). 1959/60.

For more information concerning this department refer to

- 83 —. —. MUDĪRĪYAT AL-KUTUB AL-MADRASĪYAH (Textbooks Department). *Iḥṣā'iyat al-kutub al-madrasīyah al-mu'ammamah min 'ām 1949/1950 ḥattā 1959/1960* (Statistics on the nationalized textbooks, 1949/50-1959/60. Dimashq [1960]. 148 p.

Includes a brief history of the department, reviewing its functions and the system adopted, statistical data concerning number, titles, prices of books issued during the period covered, and other different aspects of the process of preparing and issuing textbooks.

Education associations

The role of education associations in the United Arab Republic is to participate in the development of methods of teaching and related fields, as well as in educational legislation. The other main aims are organizing educational studies, lectures, conferences, excursions, as well as the propagation of national consciousness among teachers, raising their social and cultural standard, and establishing libraries to serve their members.

The principal association is

- 84 NAQĀBAT AL-MIHAN AL-TA'LIMĪYAH (Syndicate of the Teaching Profession)

Teachers Club, Gezirah, al-Qāhirah.

Among the syndicate's publications, besides its journal (*al-Rā'id*), are:

- 85 MU'TAMAR AL-MU'ALLIMĪN AL-'ARAB, al-Iskandariyah, Yulyu 1956 (Arab Teachers Conference, Alexandria, July 1956). [*Taqrir*] (Report). al-Qāhirah, 1956. 261 p.

The conference, at which several Arab States were represented, was held under the supervision of the syndicate. The main subject was the role of the teacher in the unification of the Arab nations. This volume includes research material and addresses on the subject and related fields which were discussed at the conference.

- 86 *Naqābat al-Mihan al-Ta'limīyah fī arba' sanawāt* (The Syndicate of the Teaching Profession during four years). al-Qāhirah, Dar al-Ma'ārif, 1958. 115 p.
A handbook of the role, aims and law of the syndicate.

[For detailed information concerning all the education associations existing in the U.A.R., see 87.]

Educational journals

The educational journals in the United Arab Republic are issued by governmental bodies and associations.

For detailed information concerning these journals refer to

- 87 WIZĀRAT AL-TARBIYAH WA-AL-TA'LĪM AL-MARKAZĪYAH. MARKAZ AL-WATHĀ'IQ AL-TARBAWĪYAH LIL-JUMHŪRĪYAH AL-'ARABĪYAH AL-MUTTAHIDAH (Central Ministry of Education. Education Documentation Centre for the U.A.R.). *Dalīl al-hay'āt* (*al-naqābāt*, *al-jam'iyyāt*, *al-rābi'āt*) *wa-al-majallāt al-tarbawīyah fī al-Jumhūrīyah al-'Arabīyah al-Muttaḥidah* (Guide to educational associations and journals in the U.A.R.). al-Qāhirah, 1961. 37 p. Stencilled.

The guide has two sections. The first, devoted to the educational associations, includes 23 entries, while the second, devoted to educational journals, has 18 entries. Each section is divided into topics under subject headings which represent the principal interests of the associations and journals. The preface of each section includes a key for users.

Educational statistics

Education statistics for the Egyptian Region have been issued by two departments [88, 91].

- 88 MAṢLAḤAT AL-IḤSĀ' WA-AL-TA'DĀD/DEPARTMENT OF STATISTICS AND CENSUS/DÉPARTEMENT DE LA STATISTIQUE ET DU RECENSEMENT
al-Qāhirah/Cairo/Le Caire.

This department is now under the President of the Republic. It issues the following general statistics:

- 89 *al-Iḥsā' al-sanawī al-'ām/Annuaire statistique*. al-Qāhirah, 1909- .

Statistical data in Arabic and French, covering general Government administration and other public administrations and institutions. A section is devoted to education.

For 50 years the department [88] was also responsible for collecting educational statistics, which it issued annually:

- 90 *al-Iḥsā' al-'ām li-ma'āhid al-ta'līm/Statistique scolaire*.

The last issue was in 1958 for the school year 1954/55. Contains statistical tables showing number of schools and institutes, students, staff of the different educational levels in the Egyptian Region.

The department was replaced by

- 91 IDĀRAT AL-IḤSĀ' (The Department of Statistics)
Executive Ministry of Education, al-Qāhirah.
Has issued all the educational statistical data since 1955.

Among this department's publications are:

- 92 *A guide for educational statistics, 1958/59- .* Cairo, 1959- . Annual.

Contains comparative statistics of education in the Egyptian Region in the last two years, statistical data concerning the different types and stages of education.

- 93 *al-Iḥsā' al-muqāran lil-ta'līm fī al-sanawāt min 1951/52 ḥatta 1956/57* (Comparative statistics of education during the years 1951/52 to 1956/57). al-Qāhirah, 1957. 146 p.

Statistical data about the development of general education: technical education, teacher training, non-governmental and experimental schools, higher institutes and universities, results of examinations in different levels and types, other educational services, and the budget of the Ministry of Education.

- 94 *al-Iḥṣā' al-sanawī lil-ta'lim bi-al-Jumhūriyah al-'Arabīyah al-Muttaḥidah. al-Iqlīm al-Misrī fī al-sanah al-dirāsīyah, 1955/56-* (Annual statistics of education in 'the Egyptian Region' of the United Arab Republic in the scholastic year, 1955/56-). al-Qāhirah, 1957- . Annual.

The title of the 1955/56 and 1956/57 editions was *al-Iḥṣā' al-sanawī lil-ta'lim bi-al-Jumhūriyah al-Misriyah*. (Annual statistics of education in the Republic of Egypt). Statistics for all levels and types of education in the different educational zones. The department follows a unified method of arrangement and treatment. Part I gives statistical data on schools, classes, pupils, universities, al-Azhar and educational facilities in the Gaza Strip. Part II is devoted to statistics of teachers according to qualifications; distribution of pupils according to age, nationality and religion.

- 95 *al-Iḥṣā'āt al-idāriyah* (Administrative statistics). al-Qāhirah, 1958- . Annual.

Contains statistical surveys and analyses carried out by the department concerning school health, buildings, libraries, laboratories, social and physical activities.

- 96 *al-Mu'akhilāt wa-al-mustawayāt li-hay'āt al-tadrīs bi-al-marāḥil al-ta'limīyah al-mukhtalifah fī 'ām: 1956/57 wa 1957/58-* (Qualifications and levels of the teaching staff in the different educational stages, in the year 1956/57 and 1957/58-). al-Qāhirah, 1958- . Annual.

Statistical data in tables and diagrams giving information about the subject in detail.

- 97 *al-Mufakkirah al-iḥṣā'īyah lil-ta'lim, 1955/56-* (A guide for educational statistics, 1955/56-). al-Qāhirah, 1956- . Annual.

Contains statistical data for the distribution of the different types and levels of education in the whole Region and in every educational zone.

- 98 *Natā'ij al-imtihanāt wa-ittijāhāt al-kharrijīn lil-'ām al-dirāsī, 1956/57-* (Examination results and graduate trends, 1956/57-). al-Qāhirah, 1957- . Annual.

Deals with the results of examinations for certificates and diplomas; the different grades in general and technical education in all zones in the universities and al-Azhar University. Shows also the trends of the graduates in each level and type.

In the Syrian Region two directorates of statistics [99, 101] are of interest:

- 99 MUDIRIYAT AL-IḤṢĀ' (Directorate of Statistics)
Under the Ministry of Planning, issues the following general statistical reference:

- 100 *al-Majmū'ah al-iḥṣā'īyah/Statistical abstract, 1948-* . Dimashq, 1949- . Annual. Bilingual.

Statistical data related to the public sector; covers general government administrations and other agencies. A section is devoted to education.

- 101 MUDIRIYAT AL-IḤṢĀ' (Directorate of Statistics)
In the Executive Ministry of Education; is responsible for educational statistics. Among the publications of this directorate are the following [102-106]:

- 102 *Iḥṣā'āt al-ta'lim lil-'ām 1959/1960* (Educational statistics for the year 1959/60). Dimashq [1960]. 185 p. Stencilled.

Comparative statistics of general education in the two years 1958/59-1959/60, statistical data for non-governmental and higher education.

- 103 *Iḥṣā'āt tatawur al-ta'lim* (Statistics of the progress of education). Dimashq, 1959. 383 p.

Includes statistical data, with diagrams, concerning different stages of education in every governorate.

- 104 *Mulakhkhaṣāt iḥṣā'āt al-ta'lim lil-'ām al-dirāsī, 1958/59-* (Abstracts for educational statistics of the school year, 1958/59-). Dimashq, 1959- . Annual. Stencilled.

Statistical data concerning schools, pupils and teachers in the different levels and types of education.

- 105 *al-Nashrah al-iḥṣā'īyah li-'ām, 1956/57-* (Statistical bulletin, 1956/57-). Dimashq, 1957- . Annual.

Statistical data on the distribution of the different types and levels of education in the whole Region and in every zone, including the staff and pupils.

- 106 *Natā'ij al-imtihanāt lil-'ām 1959/1960* (Examination results for the year 1959/60). Dimashq [1960]. 141 p. Stencilled.

Statistical data showing the percentage of the different examination results in various types of governmental schools for the year covered.

Education biography

The following reference can be consulted for biographical information concerning the Egyptian Region:

- 107 CAIRO. AMERICAN UNIVERSITY AT CAIRO. SOCIAL RESEARCH CENTER. *Directory of social scientists in Egypt, U.A.R.* Cairo, 1961. 228 p.

A biographical reference dictionary. Education is one of the fields of specialization included. A classified subject index, to guide specialists in the various fields, is presented in Appendix I; Appendix II contains a cross reference name index.

Inquiry can be directed to the following:

- 108 IDĀRAT AL-MAHFŪZĀT (Archives Department)
Executive Ministry of Education, al-Qāhirah.
109 MATHAF AL-TA'LĪM (Education Museum)
Executive Ministry of Education, al-Qāhirah.
For the Syrian Region inquiry can be directed to
110 MUDIRIYAT AL-DHĀTĪYAH WA-SHU'UN AL-MUWAZ-ZAFĪN (Employees Affairs Directorate)
Executive Ministry of Education, Dimashq.

Education libraries and museums

A considerable number of educational collections may be found in various libraries at Cairo, such as the National Library, the Library of Girls' Faculty, libraries of the higher institutes of art education for men and women, libraries of the higher institutes of physical education for men and women—the last named at both Cairo and Alexandria.

The following are specialized libraries and museums:

Maktabat Kulliyat al-Mu'allimīn, al-Qāhirah (The Library of Teachers College, Cairo).

Maktabat Kulliyat al-Tarbiyah, Jāmi'at 'Ayn Shams, al-Qāhirah (The Library of the Faculty of Education, Ein Shams University, Cairo).

Maktabat Kulliyat al-Tarbiyah, Jāmi'at Dimashq (The Library of the Faculty of Education, Damascus University).

Maktabat Wizārat al-Tarbiyah wa-al-Ta'lim al-Markaziyah, al-Qāhirah (The Library of the Central Ministry of Education, Cairo).

Markaz al-Wathā'iq al-Tarbawiyah lil-Jumhūriyah al-'Arabīyah al-Muttaḥidah. al-Maktabah, al-

Qāhirah (Education Documentation Centre for U.A.R. The Library, Cairo).

Mathaf al-Ta'lim. al-Maktabah, al-Qāhirah (Education Museum. The Library, Cairo).

[For a union catalogue refer to the introductory part of this chapter.]

Inter-availability of educational resources

The United Arab Republic educational publications being written mainly in Arabic, are of use all over the Arab world and elsewhere for readers of this language. English and French editions exist for a considerable percentage of these publications, and some are written originally in these two foreign languages, as may be noted above.

Some cultural agreements exist between the U.A.R. and other countries to secure the exchange of educational materials and persons. These agreements are located in the Ministry of Foreign Affairs.

[See also 85.]

Save where otherwise indicated, material in this chapter is concerned with the United Kingdom as a whole. As is shown below, there are three distinct and separate statutory systems of education—for England and Wales, for Scotland and for Northern Ireland. There is very much that is common, however, as regards curriculum content, textbooks, methodology and internal school organization. For this reason much material produced or published in England has equal relevance for the United Kingdom generally.

Reference works

There is no specialized encyclopaedia dealing with education in the United Kingdom but, for general background information, reference may be made to articles in the current editions of:

- 1 *Encyclopaedia Britannica*, 14th ed. Chicago, London and Toronto, Encyclopaedia Britannica Ltd., 1929. 24 vols. Supplemented by *Britannica book of the year*, 1938- . Annual.

Under continuous revision since 1929; hence some articles are more up to date than others. Contains much material relating to education in the United Kingdom.

- 2 *Chambers's encyclopaedia*, new ed. London, Newnes [1955]. 15 vols.

Contains substantial articles on education generally, but with specific reference to education in the United Kingdom. A new edition was planned for publication in 1961.

Directories include:

- 3 *Education authorities directory and annual*, 1903- . London, School Government Publishing Co.

Contains: (a) Details of government departments concerned with education and the names and appointments of members of their administrative and professional staffs; a list of addresses of education departments of the Commonwealth (including office or representation in London) and principal universities; also a list of heads of education departments in colonial territories and dependencies. (b) Addresses of all local education authorities in the United Kingdom and the names and posts of their staff members. (c) Lists of education associations, teachers' and other associations concerned with education, with addresses and also the names of secretaries or organizers; similar details of examining bodies. (d) Lists of all universities, technical colleges, institutes of education and teacher training colleges and secondary schools of all types in the United Kingdom with, in each case, the name and academic titles of the principal or head. (e) Details (through the advertisements it carries) of main suppliers of school furniture and equipment. Includes also a very full 'guide to conferences and other meetings of importance to education officers and teachers during the year following the publication of each issue'.

- 4 *Education committees year book*, 1939- . London, Councils and Education Press. Annual.

Contains material similar to the above [3] and also gives names and addresses of members of local education committees and lists of industrial concerns operating education and training schemes.

There are also the following specialized directories and year books:

Catholic education: a handbook [43].

Commonwealth universities yearbook [International sources 1].

The Girls' school year book [85].

Handbook on training for teaching [103].

The Independent Schools Association year book [86].

The Public and preparatory schools year book [88].

Year book of technical education and careers in industry [90].

A diversity of information is provided in

- 5 *Teachers' information guide and College of Preceptors calendar*, 1956/57. London, College of Preceptors [1956-]. Annual.

Contains alphabetical lists of educational publishers, journals and year books and classified lists of suppliers of educational equipment; includes also a very full list of educational organizations and societies, shown under various headings: administration, ancillary services, arts and crafts, associations for certain types of schools, etc.

The Ministry of Education, sometimes in conjunction with other Ministries, also issues lists of schools and other institutions. These lists are published annually or revised periodically and current issues may be traced through the *Catalogue of government publications* [16]. Examples are:

List 42. *List of special schools* . . . [81].

List 70. *List of independent primary and secondary schools in England and Wales recognised as efficient* [84].

List 172. *Establishments for the training of teachers in England and Wales* . . . [101].

List 185. *Full time agricultural education in England and Wales* [89].

The major current general bibliography is

- 6 *British national bibliography*, 1950- . London, Council of the British National Bibliography.

Published in weekly parts; the last issue for each month contains an index of authors, titles and subjects; cumulations appear every 3, 6 and 12 months and also at five-yearly intervals (1955, 1960, etc.), with full indexes in each case. Entries are arranged according to the Dewey Decimal Classification with an index of authors, titles and a subject index to the classification. Under 'Education in special localities' are found publications dealing with the various parts of the United Kingdom and with the Commonwealth and other countries.

All books and pamphlets relating to education can be traced in the appropriate sections of this bibliography. It should be noted, however, that periodical and serial publications are not included (save when first issued) and that minor governmental publications (e.g., circulars dealing with details of administrative procedure) are also omitted.

Below are educational bibliographies and book lists:

- 7 **BARON, George.** *Bibliographical guide to the English educational system*, 2nd ed. London, Athlone Press, 1960. 97 p.

A select annotated guide to the literature dealing with educational policy, administration and institutions in England. Consists of general sections describing reference books and lists, periodicals, historical works and recent general studies, followed by others dealing with primary schools, various types of secondary schools, public schools, independent schools, girls' schools, universities, training colleges, technical institutions, adult education and various special categories (e.g., country schools, agricultural education). A full author index.

- 8 *Educational book notes*, 1949-. London, British Council. Quarterly, with annual index. Cycled.

Lists all main publications on education in the United Kingdom, including educational theory, educational psychology, teaching method, organization and administration, etc. For each entry there are full bibliographical details and a substantial descriptive note.

- 9 **KIMMANCE, S. K.** *Guide to the literature of education*. London, University of London, Institute of Education, 1958. 43 p. (Education libraries bulletin, supplement, Autumn 1958).

Under revision. A guide to bibliographies, reference material and other sources for the study of comparative education as well as of education in the United Kingdom.

- 10 **LIBRARY ASSOCIATION. COUNTY LIBRARIES SECTION.** *Readers' guide to books on education*, 2nd ed. London, 1960. 36 p. (Readers' guide, new series 59).

A list of books with brief annotations. Includes works on the educational system of Great Britain, educational theory, educational psychology, teacher training, etc. Entries are not confined to education in the United Kingdom; some are foreign works of interest to the British reader.

NATIONAL UNION OF TEACHERS. *Library catalogue* [220].

In recent years some, but by no means all, aspects of education in the United Kingdom have been made the subject of detailed bibliographical studies. [For technical education, see 91-93; for adult education, 96; for the education of handicapped children, 83.]

Bibliographical sources for periodical articles [201-205] are described in the section on educational journals, and guides to school textbooks [152, 153] are noted in the section on textbooks and instructional materials.

Official guides to government publications may be found in the section on legislative and policy documentation, which follows immediately below.

Legislative and policy documentation

The United Kingdom comprises England and Wales, Scotland and Northern Ireland. The supreme legislative authority is the Imperial Parliament at Westminster. The pattern of government shows important variations, however, which will become clearer if each element is considered in turn.

England and Wales form a single unit for both legislative and administrative purposes, the government department for education being the Ministry of Education [23].

Scotland has its own distinct system of education, to which legislation affecting England and Wales does not apply. That is, Parliament at Westminster, which is responsible for all Scottish as well as English and Welsh affairs, legislates separately for Scotland in educational matters. Similarly, at the political and administrative level Scottish education is the responsibility neither of the Ministry nor of the Minister of Education. Instead it is entrusted to the Secretary of State for Scotland, who discharges his responsibilities through the Scottish Education Department [51].

Northern Ireland has its own Parliament (consisting of a Senate and a House of Commons), which is empowered to act in certain domestic affairs, including education. It has, consequently, its own Minister and Ministry of Education.

These distinctions are important, since for the study of education in the United Kingdom there are five sources of official information: two legislative and policy making, viz., the Imperial Parliament at Westminster (for England and Wales, and Scotland) and the Northern Ireland Parliament (at Belfast); three administrative, viz., the Ministry of Education (for England and Wales) [23], the Scottish Education Department [51], and the Ministry of Education for Northern Ireland [61].

All major official publications, however, are published and distributed by:

- 11 **HER MAJESTY'S STATIONERY OFFICE (HMSO).**

York House, Kingsway, London, W.C.2. They are published also at 109 St. Mary Street, Cardiff, Wales; 13a Castle Street, Edinburgh, Scotland; and 80 Chichester Street, Belfast 1, Northern Ireland.

Parliamentary sources (England and Wales, Scotland)

National policy in education in England and Wales and in Scotland is defined in Acts of Parliament. The major act at present in force in England and Wales is the

- 12 *Education act, 1944*. London, HMSO, 1944. 109 p. This Act is the basis of the present system of education in England and Wales. It defines the functions of the Minister and of local education authorities, prescribes the organization of primary, secondary and further education, provides for the registration and inspection of independent schools, deals with the rights and responsibilities of parents and determines the conditions governing religious instruction in all grant-aided schools. It also defines the conditions under which grant-aid may be made towards the building and maintenance of schools ('voluntary schools') provided by church bodies.

The Act has been amended in matters of detail by the Education Acts of 1946, 1948, 1953 and 1959. The last two provide for further aid for voluntary schools.

For Scotland the major Act is the Education (Scotland) Act, 1945 which is based on principles broadly similar to those underlying the Education Act, 1944, but expressed in terms appropriate to the distinctive traditions of publicly provided education in Scotland. A consolidating Act was passed in 1946 and amending Acts in 1949 and 1956. A reference is:

- 13 *Education (Scotland) act, 1946*. Edinburgh, HMSO, 1946. 109 p.

Much other legislation, notably that concerned with the welfare and conditions of employment of children and young persons, has important implications for education.

All Acts relating to education can be traced through the *Index to statutes in force* . . . [14]. For England and Wales see also the *New law of education* [47].

The Education Acts do not attempt to prescribe how their provisions shall be applied in detail. Powers are delegated to the Minister to draw up regulations, rules and orders (termed statutory instruments, rules and orders) which, if not challenged within stated periods by Parliament, have the force of law. See *Guide to government orders* [15].

Debates in the House of Commons and the House of Lords are important sources for the study of educational policy and of its execution by statutory bodies. *Parliamentary debates* (Hansard) [20] provides complete verbatim accounts of all that passes in both Houses and includes not only major debates on policy but also much factual information resulting from questions addressed to Ministers. [See also 206.]

Similar verbatim records are also provided of the

proceedings of standing committees (that is, committees set up to consider and amend legislation before the House) and of select committees (that is, committees set up to give preliminary consideration to proposed legislation or to conduct an inquiry into a matter of concern to either House). Such committee records are listed as they appear, under 'House of Commons Papers', in the *Catalogue of government publications* [16].

There are various guides and indexes to legislation:

- 14 *Index to statutes in force covering the legislation to Dec. 1959*. London, HMSO, 1960. 2 vols.

Revised frequently and, in recent years, annually, this index lists all Acts currently in force. Gives a detailed analysis of their contents under appropriate headings, with numerous cross references. The current volume supersedes all earlier volumes, which are therefore of historical interest only.

- 15 *Guide to government orders*. London, HMSO, 1959. A guide to the powers to make statutory instruments conferred by Education Acts and other Acts of Parliament. Indicates also whether such power has been exercised and, if so, the resulting statutory instrument or instruments. Includes a Table of Statutes from which the powers are derived. Latest revision to 31 December 1958.

Besides being brought together in the substantial annotated publications described above, Acts of Parliament and Government Orders, and all other major classes of official documents, are listed as published in:

- 16 *Catalogue of government publications, 1922-* . London, HMSO, 1922-

Published in daily and monthly parts, and in an annual consolidated volume, with its own detailed index. Commencing 1936-40 a consolidated index is also issued every five years, the latest covering the period 1951-55. The *Catalogue* includes Acts, Bills and other parliamentary publications and also classified lists of administrative memoranda, circulars, pamphlets, reports, etc., issued by government departments including the Ministry of Education and the Scottish Education Department. Does not include statutory instruments, which are listed separately. Under 'Colonial Office' are listed all papers emanating from that office and published by HMSO.

- 17 *List of statutory instruments*. London, HMSO. Monthly (except in June and December), half yearly and annually.

For quick reference the following sectional lists of the *Catalogue of government publications* are useful.

- 18 No. 2. *Ministry of Education*. (Latest revision to February 1960.)
- 19 No. 36. *Scottish Education Department*. (Latest revision to July 1960.)

The two sectional lists above note important Parliamentary publications and current Ministry publications on education in print, including Acts, grant regulations, reports, circulars,

rules, pamphlets, etc., classified under various heads (e.g., primary and secondary education, further education, teachers, finance, Wales).

- The well known 'Hansard' is particularly valuable:
- 20 *Parliamentary debates. Official report (Hansard), 5th series, House of Commons, vol. 1- , 1909- ; House of Lords, vol. 1- , 1909- . London, 1909- .*

The current (5th) series containing complete and verbatim reports of the debates is published daily and weekly when Parliament is in session, and also in sessional volumes. The final volume for each session contains a detailed index.

Parliamentary sources (Northern Ireland)

A list of Acts relating to education is given in an appendix to each annual report of the Ministry of Education for Northern Ireland [62]. This appendix provides a cumulative list of official publications from 1920 onwards 'wholly or partly in force or of interest or importance in educational administration'. It includes all Acts of Parliament relating to education, statutory rules and orders, programmes and examination papers, reports and various miscellaneous publications.

- The basis of the educational system is the
- 21 *NORTHERN IRELAND. Education act (Northern Ireland), 1947. Belfast, HMSO, 1947.*

This Act provides for the reorganization of education into primary, secondary and further stages and for each county and county borough to be constituted a local education authority.

- A list of publications, now somewhat out of date, is
- 22 *—, STATIONERY OFFICE. Supplementary list of publications. Belfast, HMSO.*

Published annually from monthly lists. Includes details of all reports of parliamentary debates, House of Commons reports and papers, Acts, statutory rules and orders and departmental publications. There has been no consolidated list since 1947.

Administration of the educational system

England and Wales

The implementation of educational policy, as determined by Parliament and as expressed in Acts of Parliament, is the responsibility of the Minister of Education and of local education authorities. The duties of the Minister, as defined in the Education Act, 1944, are: 'to promote the education of the people of England and Wales and the progressive development of institutions devoted to that purpose, and to secure the effective execution by local authorities, under his control and direction, of the national

policy for providing a varied and comprehensive educational service in every area' (Education Act, 1944, Part I, para. 1).

The Minister discharges his executive functions through

- 23 *THE MINISTRY OF EDUCATION*

Curzon Street, London, W.1.

This is a government department, staffed by permanent civil servants. It comprises various administrative branches (e.g., schools, further education, architects and building, teachers, salaries, pensions, youth and adult services, external relations and general) and also the inspectorate, a body of men and women concerned primarily with its educational work.

There is also a Welsh Department of the Ministry with a separately organized Inspectorate for Wales [24].

The Minister is advised by two bodies provided for in the Education Act, 1944, Part I, para. 4., viz., the Central Advisory Council for Education (England), and the Central Advisory Council for Education (Wales).

These councils must include 'persons who have had experience of the statutory system of public education as well as persons who have had experience of educational institutions not forming part of that system'. It is their duty to 'advise the Minister upon such matters connected with educational theory and practice as they think fit, and upon any questions referred to them by him'.

Other advisory bodies are the:

National Advisory Council on the Training and Supply of Teachers.

National Advisory Council on Education for Industry and Commerce.

Secondary School Examinations Council.

The reports of these advisory committees and of various *ad hoc* governmental committees [traced through 16 and 18] are important sources for all major aspects of educational policy and administration.

The Minister is required to submit annual estimates of expenditure [208-209] to Parliament and also *Annual reports* [31]. He also keeps Parliament informed of major policy changes and must at all times be prepared to provide answers to questions asked in the House of Commons.

Education in Wales is the special concern of the Welsh Department of the Ministry of Education and of a separately organized Inspectorate for Wales.

- 24 *THE MINISTRY OF EDUCATION (WELSH OFFICE)*

8 Cathedral Road, Cardiff, Wales.

Responsible for the administration of primary, secondary and further education in Wales. Headquarters of the Central Advisory Council for Education (Wales) and also of the Welsh

Unesco Committee. Keeps in close touch with the various branches of the Ministry through its London office, which is responsible for teacher training, special provisions for handicapped children, and the school health service in Wales.

Inquiries concerning education in England and Wales and the work of the Ministry generally are dealt with by

25 **MINISTRY OF EDUCATION, OVERSEAS AND GENERAL BRANCH**

Curzon Street, London, W.1.

Responsible for public relations and for contacts with other countries. [See also in section on Inter-availability of educational resources.]

All of the major units of local government in England and Wales, that is, the 146 county councils and county borough councils, are required to act as local education authorities. Their status and functions are, like those of the Minister, defined by statute.

In its capacity as a local education authority each county council and county borough council is required to set up an education committee. It must also appoint a salaried education officer who, with a staff of administrators and professional workers (inspectors, architects, doctors, etc.), carries out the policy laid down by his committee.

In the larger counties responsibility for various aspects of administration is delegated to divisional executives. These are committees composed mainly of members of the lesser agencies of local government (e.g., urban district councils, rural district councils). In cases where such an agency is already responsible for a population of 60,000 or more, it may be constituted an 'excepted district' with additional powers to plan the organization of the education service.

There is no statutory co-ordinating body for the work of local education authorities in England, but they keep in close touch with each other through several nation-wide associations. [See also the section 'Education associations', below.]

In Wales, the work of local education authorities is co-ordinated through

26 **WELSH JOINT EDUCATION COMMITTEE**

30 Cathedral Road, Cardiff.

A statutory body, consisting of representatives of county and county borough councils, teachers' representatives and representatives of universities and other bodies. The committee is concerned with questions affecting Welsh local education authorities collectively (e.g., agricultural education, boarding facilities, research) and also is one of the bodies responsible for the conduct of the examinations for the General Certificate of Education [78].

The Ministry of Education and the local education authorities are not the only agencies of administra-

tion recognized by the statutory framework. There is detailed legislation covering the provision of schools by religious bodies and empowering such bodies, and others concerned with certain aspects of adult education and youth work, to exercise varying degrees of responsibility for the spending of public monies, for employing staff and for matters of internal administration. Furthermore, the governing bodies of independent schools are required to comply with certain administrative directions, in that they must register their schools with the Ministry, open them to inspection and furnish particulars of their staffs and pupils.

In many matters the Ministry of Education and local authorities work in very close contact with other Ministries and with other branches of local government. For example, the Minister of Education and the Minister of Health co-operate in administering the school health service; the Minister of Education is responsible for the education given in 'approved schools' (schools for delinquent or uncared-for children) which in other respects are the responsibility of the Home Office; the Ministry of Education and the Ministry of Labour are both concerned with the administration of the Youth Employment Service.

At local authority level, links are even closer since general purpose local authorities (county councils and county borough councils) are responsible, as local education authorities, for appointing education committees, which operate side by side with, and have largely the same membership as, other committees dealing with many other local government functions.

As has been seen, both the Ministry of Education and the local education authorities derive their powers from Acts of Parliament. Their interpretation of these powers (e.g., power to compel school attendance) can, however, be challenged in courts of law, as can the conduct of any administrative officer or teacher (in cases of neglect or assault of children, for example). For this reason, a detailed understanding of the significance of any piece of educational legislation requires reference to the body of accumulated case law [46].

Departmental publications are publications emanating, not from Parliament itself, but from a Ministry or other department.

There is no single manual, or series of manuals, codifying, for the use of administrative officers and others, rulings and procedures laid down by the Ministry. Instead, various series and sub-series of documents are issued as necessary. These include Statutory instruments [17], circulars and administrative memoranda. The Ministry also gives advice and

guidance through a wide range of pamphlets and also, as regards planning and building, through building bulletins. Information relating to the working of the administrative system is also to be found in policy documents submitted to Parliament by the Minister and known as Command Papers (so called because they are printed at the command of the House of Commons or the House of Lords), in annual reports and lists and in reports of various committees.

Statutory instruments are of major importance, as they are the means by which governmental direction and control are exercised and the provisions of the Education Acts are implemented. The main categories are:

(a) Grant regulations (e.g., further education grant regulations, schools regulations and training of teachers grant regulations). These regulations prescribe the conditions under which public money may be made available for different classes of educational institutions.

(b) Standards for school premises regulations. These define minimum standards acceptable for classroom accommodation, cloakroom and washing facilities, playground space, etc., in primary and secondary schools.

(c) School health service regulations and handicapped pupils and special schools regulations. These lay down the responsibilities of local education authorities in respect of medical and dental inspection and treatment, define the various categories of handicapped pupils and prescribe for the education of the latter in special schools.

(d) Independent schools registration regulations. These define the conditions with which schools, other than those receiving public money, may receive pupils and maintain their independence.

Other statutory instruments include teachers superannuation rules and schemes, milk and meals regulations, etc. See *Sectional list no. 2, Ministry of Education* [18] for lists of the main statutory instruments concerned with education.

Circulars serve various purposes. In some cases they are vehicles for important statements of government policy, in others they comment upon reports of councils and committees, and in yet others they define the attitude of the Minister in matters currently requiring clarification.

Administrative memoranda give guidance to local education authorities and other providing bodies on matters of procedure (e.g., the form in which claims for grants should be made or in which statistical returns should be prepared).

Circulars of general interest and administrative memoranda are published individually as issued by Her Majesty's Stationery Office and also collectively in

- 27 MINISTRY OF EDUCATION. *Circulars and administrative memoranda, 1944-*. London, HMSO. Annual. Covers period April-March each year.

Those of less wide application are issued by the government departments concerned.

An index to this material is published:

- 28 —. *Index to Ministry of Education circulars and administrative memoranda, current on 1st January 1961*. London, HMSO, 1961. (List 10). Revised annually.

Circulars and administrative memoranda 'issued between 15 August 1944 and 1 January 1961 and still current on the latter date'. Documents may be traced by their numbers and dates and by their subjects. Those on sale through the Stationery Office are clearly marked.

The term 'rules' is applied to a wide range of documents, including those defining the conditions under which the Ministry approves various examinations organized by technical colleges in conjunction with professional bodies.

A series of pamphlets and handbooks is issued by the Ministry to make available to teachers and others the considered views of the inspectorate on matters relating to teaching and educational organization. Several deal with aspects of administration, e.g., *Education of the handicapped pupil, 1945-55* (Pamphlet 30), and *The Story of post-war school building* (Pamphlet 33).

Building bulletins now constitute a substantial series of technical monographs on many aspects of the planning and construction of schools and other educational institutions (e.g., no. 6, *Primary school plans*; no. 12, *Site labour studies in school building*; no. 13, *Fuel consumption in schools*; no. 15, *Training college hostels*).

Recent Command Papers are:

- 29 MINISTRY OF EDUCATION; SCOTTISH HOME DEPARTMENT. *Technical education*. London, HMSO, 1956. 43 p. (Cmnd. 9703).

This is, and until superseded by a further statement in the same field will remain, the major expression of government policy in the expansion of technical education. Presented to Parliament jointly by the Minister of Education and the Secretary of State for Scotland, it applies also to Scotland.

- 30 —. *Secondary education for all; a new drive*. London, HMSO, 1958. 10 p. (Cmnd. 604).

Indicates the attitude of the Minister to various forms of secondary school organization and announces plans for the further development of universal secondary education.

Annual reports and recent reports of committees are also important [31-34]:

- 31 MINISTRY OF EDUCATION. *Annual report, 1945-* . London, HMSO.

In recent years published under the title 'Education in [year]...'. Preceded by reports of the earlier Education Committee and Board of Education. Each report consists of two sections, the first a review of education in the preceding year and the second a statistical survey showing numbers of schools, classes, teachers, pupils, analysed in terms of age, sex, qualifications, examinations taken and scholarships and awards granted, etc. The only financial data given are in a single table showing the estimated net expenditure of local education authorities for the preceding year. The work of the central education authority in the first half of this century is summarized in the 1951 report, entitled *Education, 1900-1950*.

- 32 —; MINISTRY OF HEALTH. *Health of the school child, 1908-* . London, HMSO. Biennial.

Deals descriptively and statistically with all aspects of child health and with the provision made for the examination and treatment of all schoolchildren. The report for the years 1956 and 1957 surveys the activities of the School Health Service since its inception in 1907.

- 33 —; SCOTTISH EDUCATION DEPARTMENT. *Grants to students*. London, HMSO, 1960. xii, 135 p. (Cmnd. 1051).

This joint report, known as the Anderson Report, describes the present involved system of aid to university and other students, and makes recommendations not yet (December 1960) acted upon by the Ministers concerned.

[For other recent and important reports, see 71 and 77.]

For brief details of all major items in the above categories published for sale by Her Majesty's Stationery Office, reference should be made to *Catalogue of Government publications, Sectional lists no. 2*, 36 [18-19]. For comprehensive listing of such documents reference should be made to the various guides already described [16, 17, 28].

- 34 *Citizens advice notes (Cans); a service of information compiled from authoritative sources, 1939-* . London, National Council of Social Service.

Consists of abstracts of departmental legislation, Royal Commission findings, reports of government departments, and circulars and regulations dealing with all aspects of social legislation and administration in England and Wales. The service is continuous; subscribers receive a loose-leaf volume containing all current material, and sections of replacements and additions four or five times annually. Material directly concerned with education and also that with an indirect bearing on education (e.g., health or employment legislation and regulations) can be traced through the annual index.

There is no statutory requirement that local education authorities should publish annual or other reports, nor is there any specialized bibliography or

central depository for such documents, although it is customary for such materials and minutes of education committees to be received by the Ministry of Education Library [216]. Some of the larger authorities, and especially the London County Council, have an extensive range of publications, in the form of surveys of progress in recent years, handbooks of guidance for committee members, members of managing and governing bodies and headteachers and also periodical bulletins and gazettes for the general information of teachers and others.

Many brief reports on developments in local education authority areas are to be found in the periodicals *Education* [207] and *The Times educational supplement* [206].

Selected publications of the London County Council are:

- 35 LONDON COUNTY COUNCIL. *Rules of the Education Committee*. London. 206 p. Revised to 2 April 1958.

—, *Amendments* (First list), April 1958 to 15 July 1959.

This handbook sets out procedure for committee members and officials—rules of debate, schemes of government of schools, etc.

- 36 —. *Primary schools handbook*. London, 1954. 87 p.

- 37 —. *Secondary school handbook*. London, 1955. 104 p.

Handbooks intended to assist heads and staffs of primary and secondary schools in the day-to-day running of their schools. They deal with admission procedures, attendance, transfer and suspension of pupils, school hours and holidays, road safety, welfare of children, etc.

- 38 —. *Education in London, 1954-57*. London, 1958. 48 p.

A report of the Education Officer's Department, describing general policy, school building, staff, welfare services, etc.

- 39 —. *List of books, pamphlets and other documents published by the Council*, 52nd ed. London, 1958. 27 p.

Contains a section listing all current publications dealing with the work of the Education Officer's Department.

Reports and other publications relating to the organization and work of denominational schools are issued by the following bodies. After each of the first two, a publication of the body is noted.

- 40 CHURCH OF ENGLAND BOARD OF EDUCATION
69 Great Peter Street, London, S.W.1.

- 41 *Official year-book of the National Assembly of the Church of England, 1882-* . London, Church Information Office. Annual.

Contains a section dealing with the Church of England Board of Education and with the activities of the church councils and committees concerned with education.

- 42 CATHOLIC EDUCATION COUNCIL FOR ENGLAND AND WALES

27 Great James Street, London, W.C.1.

- 43 *Catholic education: a handbook*, 1956- . London, Catholic Education Council for England and Wales, 1956- . Annual.

Information on the present state and administrative structure of Catholic education in England and Wales, including lists of schools and of Catholic educational organizations and also detailed statistics of schools, teachers, pupils and of the Catholic training colleges.

- 44 METHODIST EDUCATION COMMITTEE

25 Marylebone Road, London, N.W.1.

The following [45-47] are commentaries on the administrative structure:

- 45 ALEXANDER, W. P. *Education in England*. London, Newnes, 1955. 147 p.

A brief outline study of the administrative structure of education in England, with references to sources of further information.

- 46 VAIZEY, John. *The Costs of education*. London, Allen and Unwin, 1958. 256 p.

The only substantial study of the economic aspects of education in the United Kingdom. It includes a bibliographical summary of all source material.

- 47 WELLS, Muriel Maude; TAYLOR, P.S. *New law of education*, 4th ed. London, Butterworth, 1954. 626 p.

A full and detailed study of the statutory and legal aspects of education. Contains an analytical account of the educational system of England and Wales, the text with full annotations of the Education Acts, and details of other Acts bearing on education. Contains the text of all major statutory instruments, circulars and other official documents. There is also a full index, together with lists of statutes and tables of cases. Under revision.

[For further information about material on the administrative structure in England and Wales, see 7.]

The central principle of educational finance in England and Wales, and indeed in the United Kingdom generally, is that responsibility should be shared between the central government and local authorities and other providing bodies. That is, the Ministry of Education makes grants from funds voted annually by Parliament, and local authorities set aside a proportion of their total income resulting from rates (e.g., local taxes) levied on property owners or from loans raised to finance capital expenditure.

Over-all Ministry grants at present account for about two-thirds of all expenditure on education.

Since 1958 they have, for most purposes, been calculated according to a new and complex formula that takes into account the number of inhabitants in each local authority area, the varying proportions of different age groups and density of population.

The new policy was outlined in a report by the Minister of Housing and Local Government (the Minister of Education is responsible for making grants of public money but not for determining methods of levying central and local taxes).

A report on finance is

- 48 MINISTRY OF HOUSING AND LOCAL GOVERNMENT. *Local government finance (England and Wales)*.

London, HMSO, 1957. 19 p. (Cmd. 209).

Subsequently incorporated in the terms of the

- 49 *Local government act, 1958*. London, HMSO, 1958.

An announcement of the details of the new system was made in a further statement:

- 50 MINISTRY OF HOUSING AND LOCAL GOVERNMENT. *Local government finance (England and Wales)*.

General grant order, 1958. London, HMSO, 1958. 10 p.

For this and subsequent publications concerning local government finance see 'Housing and Local Government (Ministry of)' in the annual *Catalogue of government publications* [16].

Periodical information relating to educational expenditure is available only in scattered sources [208, 209, and the section 'Educational statistics' below].

Scotland

The major body responsible for administration is the

- 51 SCOTTISH EDUCATION DEPARTMENT

St. Andrew's House, Edinburgh.

In broad outline the administration of education in Scotland is similar to that in England and Wales, in that it is the responsibility of a central government department and of local education authorities. There are, however, some substantial differences.

The Scottish Education Department exerts direct and clearly defined influence on the schools through *The School (Scotland) code* [55] in which types, but not details, of courses and subjects are set out. It also approves the procedures followed by local education authorities in promoting children from primary to secondary schools and administers the main system of secondary school examinations leading to the Scottish Leaving Certificate (the counterpart of the General Certificate of Education of England and Wales).

Distinctions between county and voluntary schools do not exist as in England and Wales. In Scotland most church schools are financed by the Education Department and the local education authorities.

The training of teachers is administered by a central body, the Scottish Council for the Training of Teachers, composed of representatives of Colleges of Education (i.e., training institutions) and appointees of the Secretary of State for Scotland. There is no delegation to universities (as in England and Wales), of responsibility for the certification of teachers.

Major technical and art colleges in Scotland are designated 'Central Institutions' and are managed by independent governing bodies in a close working relationship with the Scottish Education Department. Individual local education authorities are responsible only for further education centres that provide for less advanced studies.

Below [52-54] are major official reports:

- 52 DEPARTMENT OF HEALTH FOR SCOTLAND. *Report, 1929-*. Edinburgh, HMSO. Annual.

Presents information and statistics relating to the work of the school health service, similar to those provided, for England and Wales, in *Health of the school child* [32].

- 53 SCOTTISH EDUCATION DEPARTMENT. *Annual report, 1909-*. Edinburgh, HMSO.

In 1939-46 published as *Summary reports*; 1947 published under title, *Education in [year]*. Preceded by Committee of Council on Education in Scotland, *Annual reports, 1874-1908*.

These reports consist of two sections. The first is a review of the preceding year under various heads (primary and secondary education; further education; land and buildings; the physical welfare of the child; teachers; finance; administration; approved schools; international contacts; the Royal Scottish Museum). The second is a statistical survey showing members and types of schools, pupils and teachers, enrolments in courses of further education, composition of the teaching body, etc.

- 54 ——. *Abstract of accounts of the Education authorities and managers of grant-aided educational establishments, 1919-*. Edinburgh, HMSO. Annual.

Shows income derived for educational purpose from grants, fees, endowments and other sources by each local education authority and educational establishment or organization. It similarly shows their expenditure under various detailed headings.

[For references to reports of the Advisory Council on Education in Scotland, reports of Departmental Committees and similar material, see 104-111.]

Among other official publications, the Scottish Education Department has its own series of statutory instruments, circulars, administrative memoranda, rules and building bulletins, and also many reports

on the teaching of various subjects of the curriculum of primary and secondary schools. Of this material [fully listed in 16 and 19] the following documents have a fundamental administrative importance:

- 55 SCOTTISH EDUCATION DEPARTMENT. *The School (Scotland) code, 1956*. Edinburgh, HMSO, 1956. 34 p. (S.I. 1956, no. 894, S.40).

Regulations relating to the staffing of schools, school hours, size of classes, the keeping of registers of attendance and pupils' records of progress and the compilation and presentation of schemes of work.

- 56 ——. *Further education (Scotland) regulations, 1959*. Edinburgh, HMSO, 1959. 7 p. (S.I. 1959, no. 477, S.21).

Regulations governing further education in central institutions, the further education centres of the local education authorities and cultural and recreational classes organized by voluntary organizations.

- 57 ——. *Regulations for the preliminary education, training and certification of teachers for various grades of schools (Scotland), 1931*. Edinburgh, HMSO, 1931. 18 p. (Statutory Rules and Orders, no. 180, S. 20).

These regulations are still in force (December, 1960); only details have been amended. They define the qualifications required for entry to teacher training courses, the conditions governing the award of various types of teacher certificates and other matters.

Official documents concerning local government finance in relation to education can be traced under 'Scottish Home Department' in the *Catalogue of government publications* [16].

[For a select list of publications of the Scottish Education Department see 19. For detailed lists of all current official material on sale see 16 and 17.]

Information may also be obtained from the periodical reports and occasional memoranda issued by local education authorities. There is, however, no bibliography or central depository for such documents.

Following [58-60] are commentaries on the administrative structure:

- 58 SCOTTISH EDUCATION DEPARTMENT. *Public education in Scotland*, 3rd ed. Edinburgh, HMSO, 1958. 66 p.

A succinct outline of the organization and administration of Scottish education, the school structure, curricula, further education, teacher training and employment and finance. Includes a select list of publications of the Scottish Education Department.

- 59 CURTIS, S. J. *History of education in Great Britain*, 4th ed. London, University Tutorial Press, 1957. vii, 655 p.

Chapter 15: Education in Scotland.

- 60 MILNE, Sir David. *The Scottish Office and other Scottish government departments*. London, Allen and Unwin, 1957. 232 p. (The New Whitehall series). Part 3, The Scottish Education Department.

Northern Ireland

The authority responsible for the administration of education is the

- 61 MINISTRY OF EDUCATION FOR NORTHERN IRELAND
Netherleigh, Massey Avenue, Belfast.

Northern Ireland, as a distinct unit of government, came into being with the passing of the Government of Ireland Act, 1920. Since that time it has had its own system of education, legislated for by the Parliament of Northern Ireland and operated by a Ministry of Education and eight local education authorities. The Ministry of Education carries out many of the functions performed by local education authorities and other bodies in England and Wales. Thus it is responsible for the conduct of the qualifying examination for admission to grammar schools, taken at about the age of 11, and also for various school-leaving examinations, and examinations taken in institutions for further education. It is also directly responsible for the training of teachers.

The two references below are official sources:

- 62 NORTHERN IRELAND. MINISTRY OF EDUCATION.
Report, 1948-. Belfast, HMSO. Annual. Preceded by Board of National Education, *Reports, 1922-47*.

These reports are the main sources of information on education services in Northern Ireland. Part I deals with primary, secondary and further education, special educational services, development and school building, examinations and scholarships, milk and meals, local administration, youth welfare and the training of teachers. Part II contains statistical material under similar heads. An appendix to each report provides information on all official publications of current significance.

- 63 *Ulster year book: the official year book of Northern Ireland, 1926-*. Belfast, 1926-. Triennial. None published 1938-46.

Each issue contains a substantial chapter, with short bibliography, on recent developments in education in Northern Ireland. The 1953 edition contains a special article describing the evolution of the educational services since 1920.

There are neither general studies of education in Northern Ireland nor general bibliographical aids to non-official material. Incidental articles and comments must, therefore, be sought out through the basic bibliographical guides listed elsewhere [6, 92, 96, 136, 204].

Structure and organization

England and Wales

In England and Wales the primary stage of education extends from when a child reaches the age of 5 until he reaches the age of 11; the secondary stage consists of the period he spends in a secondary school (whether this extends only to the compulsory school leaving age or beyond); and further education comprises all forms of education available to those who have left school.

Within the primary schools a distinction is made between 'infants' (that is, children under the age of 8) and 'juniors' (those over that age). In some cases, there are separate infant schools and junior schools; in others, infant and junior departments exist in the same school. There are some nursery schools and nursery classes for children under the age of 5.

Children normally leave their junior schools and enter secondary schools at the end of the school year in which their eleventh birthday falls. As secondary schools vary in character, assessment of a child's ability and aptitude is necessary for purposes of selection. This is the responsibility of each local education authority and procedures vary considerably in detail from area to area. The typical selection process consists of standardized tests in English and arithmetic and also an 'intelligence test' administered on a single occasion or on two or more occasions towards the end of the junior school course. In virtually all cases, the results of such written tests are supplemented by reference to teachers' estimates and school records.

About one child in five qualifies for a place in a secondary grammar school, the main purpose of which is to give a sound training in liberal and scientific subjects and to provide the great majority of entrants to professional, administrative and supervisory occupations; the remainder, in most areas, enter secondary modern schools in which less intensive programmes of academic studies are followed and in which more time is given to crafts of various kinds. In some areas where there is a concentration of skilled industrial occupations secondary technical schools have developed. Like the secondary grammar schools, they are selective institutions, but they differ from the latter in that their curricula are related to the needs of the industrial rather than to the professional and administrative occupations.

In certain areas, notably London and Coventry, the policy of the local education authority has turned towards the common or comprehensive secondary

school, which receives children irrespective of their performance in the primary school and seeks to provide all types of courses characteristic of grammar, technical and modern schools. In other areas, there are bilateral schools, in which grammar-technical, modern-technical or grammar-modern streams are combined.

There is no general leaving examination taken by all pupils in secondary schools. The most able, however, prepare and sit for the examinations leading to the General Certificate of Education. For those unable to attain the standard required for success in these examinations, there are others organized by various national and local bodies.

Special educational treatment is provided on a wide scale for children unfitted for the work and life of ordinary schools. Thus there are special schools, both boarding and day, for the educationally subnormal, the physically handicapped, the blind and the partially blind, the deaf or partially deaf, the delicate, the epileptic, the maladjusted and those possessing serious speech defects.

So far attention has been confined to schools maintained or aided by local education authorities and attended by about 95 per cent of the nation's children. In addition to these, however, there are, in England and Wales, nearly 5,000 schools collectively styled 'independent schools' since their sole common feature is that they receive no grants from public funds. All such schools, however, are open to inspection by the Ministry. Among them are to be found the 'public schools', of which leading examples are Eton, Harrow and Winchester, attended by the sons of the wealthier families, and also a considerable number of boarding schools for girls.

Further education is the term used to cover all forms of educational provisions available after the completion of the primary and secondary stages. Its main purposes and institutional structure are:

(a) To provide technical, commercial and art education to meet the needs of industry and commerce. Such education is given in a wide range of local, area and regional technical colleges and in colleges of advanced technology. Colleges of commerce and art schools form part of such institutions or exist as separate establishments. There is also provision for agricultural education in farm institutes and agricultural colleges. Quantitatively, voluntary attendance at evening courses forms the largest element in technical, commercial, art and other forms of vocational education, but in recent years the provision of more scholarships and grants has led to an increase in full-time attendance and many industrial

concerns release their young employees, without loss of wages, to attend technical or other courses on one or more days per week.

(b) To provide non-vocational education in liberal studies for adults. Provision for adult education (used in the English sense as meaning the study of the humanities and of the social sciences, whether for their intrinsic interest or as guides to social and political awareness) has, from its beginnings, been the concern of the universities and of certain voluntary agencies, aided by grants from the central authority. In recent years local education authorities have also made provisions for non-vocational general studies.

(c) To provide organized training in cultural and leisure time activities. Local education authorities are empowered to provide such training in their own or other premises. Provisions may include, for example, classes in such activities as home upholstery, play reading and production, motorcar maintenance, physical education, etc. In addition, local education authorities may maintain or aid community centres and youth centres.

There are two main forms of institution concerned with the training of teachers: university departments of education and training colleges for teachers. The former receive university graduates and provide them with a course of professional training lasting for one year; they provide also facilities for work for further degrees in education and for research. The training colleges receive students with a satisfactory background of education and provide them with three-year courses including both academic and professional subjects. In some cases, university graduates are received for a one-year professional course of the kind given in university departments of education.

Within the area of each university both the department of education of the latter and the training colleges come together within an area training organization, usually designated as an institute of education. Besides co-ordinating all provisions for the initial training of teachers, the institutes provide courses for practising teachers and act as centres for advice and information.

[For detailed guidance on material dealing with the educational system see 7.]

There is much scattered material dealing with the purposes and functions of the nursery, infant and junior schools in their institutional settings and a varied literature dealing with the psychology and learning processes of children of primary school age. This has to be sought out with the aid of the general

bibliographical tools quoted elsewhere, as no specialized guides exist. There are two institutional sources of information:

64 NATIONAL FROEBEL FOUNDATION

2 Manchester Square, London, W.1.

The foundation, besides being responsible for several teacher training colleges, organizes conferences and lectures and has its own library. It issues booklists and publishes:

65 *National Froebel Foundation bulletin*, 1940- .
London. 6 issues a year.

66 NURSERY SCHOOL ASSOCIATION OF GREAT BRITAIN
AND NORTHERN IRELAND

1 Park Crescent, London, W.1.

The association publishes pamphlets and booklists dealing with nursery schools and nursery education.

Following [67-69] are some sources of information on primary education:

67 MINISTRY OF EDUCATION. *Primary education: suggestions for the consideration of teachers and others concerned with the work of primary schools*. London, HMSO, 1959. xiii, 334 p.

Describes the development of the child and the environment and organization of the school and the teacher's part in it and discusses the teaching of particular subjects in the curriculum.

68 NATIONAL UNION OF TEACHERS. CONSULTATIVE COMMITTEE. *Curriculum of the junior school*. London, Schoolmaster Publishing Co., 1958. 188 p.

69 ROSS, Alexander M. *Education of childhood: the primary school of to-day, its growth and work*. London, Harrap, 1960. 159 p.

There is a vast and increasing volume of literature dealing with all aspects of secondary education, but so far it has not been the subject of major bibliographical studies. Reference, therefore, must be made to the basic sources already cited. In the absence of specialized guides, the following individual publications [70-76] are suggested as initial starting points:

70 BOARD OF EDUCATION. CONSULTATIVE COMMITTEE ON SECONDARY EDUCATION. *Report on secondary education, with special reference to grammar schools and technical high schools*. London, HMSO, 1938. xviii, 477 p.

Although published over twenty years ago, this report—known as the Spens report—is still the most authoritative source for the main principles underlying the conception of the secondary grammar school.

71 MINISTRY OF EDUCATION. CENTRAL ADVISORY COUNCIL FOR EDUCATION. *15 to 18; a report*. London,

HMSO, 1959-60. 2 vols. Vol. 1, Report; vol. 2, Surveys.

The most substantial official report since the Education Act, 1944, its purpose being 'to consider, in relation to the changing social and industrial needs of our society, and the needs of its individual citizens, the education of boys and girls between 15 and 18 and in particular to consider the balance of various levels of general and specialized studies between these ages and to examine the inter-relationship of the various stages of education.'

72 DENT, Harold Collett. *Secondary education for all: origins and development in England*. London, Routledge and Kegan Paul, 1949. vii, 224 p.

73 ——. *Secondary modern schools, an interim report*. London, Routledge and Kegan Paul, 1958. xvi, 207 p.

74 EDWARDS, Reese. *The Secondary technical school*. London, University of London Press, 1960. 206 p.

75 NATIONAL UNION OF TEACHERS. *Inside the comprehensive school: a symposium contributed by heads of comprehensive schools in England and Wales*. London, Schoolmaster Publishing Co., 1958. 235 p.

76 STEVENS, Frances. *The Living tradition: the social and educational assumptions of the grammar school*. London, Hutchinson, 1960. 304 p.

There is no all-inclusive study of secondary education in England and Wales. The five studies above cover collectively most of the issues that have emerged following the institution of secondary education for all after the Education Act, 1944. *Inside the comprehensive school* . . . [75] has a particularly detailed and exhaustive bibliography including references to official reports and pamphlets, articles, news items and readers' letters and periodicals.

As there is no official prescription regarding curriculum content and teaching methods in English schools, information regarding both must be sought from a number of diverse sources. Among these are pamphlets (e.g., *Standards of reading, 1948-1956*, *Music in schools*) issued by the Ministry [18], the syllabuses of examinations leading to the General Certificate of Education [78] and copies of past examination papers published by the various examining bodies, and research reports and theses dealing with school subjects and activities [135, 136]. With the exception of *Handbook for geography teachers* [139] there is no single comprehensive guide to the literature of one subject or activity, but the periodicals, reports and other material produced by teachers' associations [see section 'Education associations', below] provide what are, in effect, cumulative reference sources in virtually every field of educational interest.

References below [77, 79-80] lead to information on examining boards and examinations:

- 77 MINISTRY OF EDUCATION. *Secondary school examinations other than the G.C.E.: report of a committee appointed by the Secondary Schools Examinations Council in July 1958*. London, HMSO, 1960. vi, 73 p.

Outlines briefly the general situation as regards examination systems in secondary schools, and makes mention of all examining bodies save those concerned with the General Certificate of Education.

The nine examining bodies listed below administer the examinations which lead to

- 78 *The General Certificate of Education:*

Associated Examining Board for the General Certificate of Education, 31 Brechin Place, London, S.W.7.

Cambridge University Local Examinations Syndicate, Syndicate Buildings, Cambridge.

Joint Matriculation Board (Universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham), 315 Oxford Road, Manchester 13.

Oxford and Cambridge Schools Examinations Board, 74 High Street, Oxford; and also Brook House, 10 Trumpington Street, Cambridge.

Oxford Delegacy of Local Examinations, 12 Merton Street, Oxford.

Southern Universities Joint Board for School Examinations (Universities of Bristol, Exeter, Reading and Southampton), 22 Berkeley Square, Bristol 8.

University of Durham Matriculation and School Examination Board, 6 Eldon Place, Newcastle-upon-Tyne 1.

University of London University Entrance and School Examination Council, Senate House, Malet Street, London, W.C.1.

Welsh Joint Education Committee [26].

[For information and details in respect of other bodies conducting school examinations, see 77.]

The booklets issued by these examining bodies, containing syllabuses and copies of past examination papers, are not usually listed in bibliographical guides. Inquiries should therefore be directed to the examining bodies themselves.

Much bibliographical information concerning tests and other elements in the selection procedures used in the final year of primary education is to be found in:

- 79 VERNON, Phillip Ewart, ed. *Secondary school selection: a British Psychological Society enquiry*. London, Methuen, 1957. 216 p.

- 80 YATES, A.; PIDGEON, D. A. *Admission to grammar schools*. London, Newnes, 1957. xv, 260 p. (National Foundation for Educational Research in England and Wales. Publication 10).

Examinations within the field of further education are treated fully in works by Bengé [92], Board [93] and Venables [100].

Works below [81-83] have to do with special education:

- 81 MINISTRY OF EDUCATION. *List of special schools, boarding homes for handicapped pupils and institutions for further education and training of disabled persons in England and Wales*. London, HMSO, 1960. (List 42).

Revised periodically. Includes boarding homes and also institutions for further education and training of disabled persons. Gives location, accommodation, age range and types of cases received by the various schools and institutions.

- 82 ——. *Education of the handicapped pupil, 1945-1955*. London, HMSO, 1956. v, 26 p. (Pamphlet 30).

A short account of post-war policy and developments in education of handicapped pupils, including those requiring tuition in hospitals or in their own homes.

- 83 AXFORD, W. A., comp. *Handicapped children in Britain: their problems and education. Books and articles published in Great Britain from the 1944 Education Act to 1958*. London, Library Association, 1959. 53 p. (Library Association. Special subject list 30).

A full bibliographical study of recent literature dealing with handicapped children and with the schools and other institutions in which they receive education and treatment. Lists books, reports dealing with specific problems, accounts of work in individual institutions and articles from 35 journals. Does not include theses, as these are listed elsewhere [135, 136].

[For official reports on special education and the care of the handicapped child see 31 and 32.]

A general note dealing with the functions of the Ministry of Education in registering and inspecting independent schools, together with some statistical material, is given in the annual reports of the Ministry from 1958 onwards [31].

These reports are the only sources of information about independent schools collectively. There is much historical material dealing with the better known and long established schools, but apart from this there are only incidental references to their present-day organization, curricula and life. Furthermore, there are no bibliographical studies or guides to such material save the general guides already listed

[7, 204]. The following references [84-88] will, however, afford information on independent schools.

- 84 MINISTRY OF EDUCATION. *List of independent primary and secondary schools in England and Wales recognised as efficient*. London, HMSO, 1957. (List 70). Revised periodically.

Contains the names and some details of those independent schools that are 'recognised as efficient' by the Ministry of Education, including tuition and boarding fees, number of full-time pupils (in age groups), and number of boarders among the full-time pupils.

- 85 *Girls' school year book*, 1906- . London, Black, 1906- . Annual.

Information similar to that below for boys' schools [88], but for girls' schools of equivalent status.

- 86 *Independent Schools Association year book*, 1957- . London, Black, 1957- . Annual.

Brief details of a number of independent schools not included in either of the preceding publications.

- 87 OGILVIE, Vivian. *English public school*. London, Batsford, 1957. xii, 228 p.

Mainly an historical study, but with chapters on the significance of the 'public school' in its modern setting. Brief bibliography.

- 88 *Public and preparatory schools yearbook*, 1889- . London, Black, 1889- . Annual.

Contains details of all boys' 'public schools' and preparatory schools in the United Kingdom, with brief notes describing the origins, curricula, other activities, conditions of admission, scholarships and fees of each school, and also the chief associations concerned with major independent schools for boys (e.g., the Headmasters' Conference). In addition, there is much information relating to professional careers open to school leavers. A small section on overseas schools is included.

Further education is dealt with in the following references [89-100]:

- 89 MINISTRY OF EDUCATION; MINISTRY OF AGRICULTURE, FISHERIES AND FOOD. *Full time agricultural education in England and Wales*. London, HMSO, 1932- . (List 185). Annual.

Gives details of agricultural colleges, farm institutes and other related establishments, including information concerning accommodation, nature and length of courses, and fees.

- 90 *Year book of technical education and careers in industry*. London, Black, 1957- . Annual.

A very substantial work of reference, giving details of all teaching and research institutions concerned with scientific, technological, agricultural and other forms of vocational education in the United Kingdom. Also contains exhaustive accounts of conditions of entry to and opportunities for training in all types of technological and scientific occupations.

Unlike primary and secondary education, the field of further education has been the subject of recent and substantial bibliographical studies. These include:

- 91 *BACIE journal*, 1946- . London, British Association for Commercial and Industrial Education. 6 issues a year.

This journal issues as a detachable supplement *BACIE bibliography of publications in the field of education and training in commerce and industry*; the first section appeared in March 1960. It is intended to publish a subject index at a later date.

- 92 BENGE, R. C. *Technical and vocational education in the United Kingdom: a bibliographical survey*. Paris, Unesco, 1958. 51 p. (Educational studies and documents, 27).

Arranged so as to make clear the evolution of technical and vocational education in relation to the general progress of education in the United Kingdom. It covers Scotland and Northern Ireland as well as England and Wales.

- 93 BOARD, Beryl. *The Effect of technological progress on education: a classified bibliography from British sources, 1945-1957*. London, Hazleton Memorial Library, Institution of Production Engineers, 1959. iv, 141 p.

A fully annotated study of the inter-relationship of technological change and education. Includes references to books, pamphlets, articles in journals and newspapers, proceedings of professional associations, and parliamentary debates. The classification system used is adapted from the Universal Decimal Classification. Main headings are 'Technical education and training', 'Organization of technical education', 'Industrial training', and 'Higher technological education'. There is a full title and author index.

An institute serves as central focus for the many statutory and voluntary organizations concerned with further education of a non-vocational character:

- 94 NATIONAL INSTITUTE OF ADULT EDUCATION (ENGLAND AND WALES)

35 Queen Anne Street, London, W.1.

The institute, of which the governing body is widely representative of universities, local education authorities and other bodies, provides information on all aspects of adult education. Its library houses a unique collection of books and papers which is available for general consultation. The institute publishes various reports of inquiries and investigations. It puts out also [95 and 96]:

- 95 *Adult education*, 1926- . Quarterly.

Contains articles on the historical, administrative and methodological aspects of adult education. Also book reviews and bibliographical information.

- 96 NATIONAL INSTITUTE OF ADULT EDUCATION. *Select bibliography of adult education, including works published to the end of 1950*, edited by Thomas Kelly. London, 1952. xii, 84 p.

— *Hand list of studies in adult education* [1-2], comp. by C. D. Legge and R. D. Waller. London, 1952-53. 2 vols.

— *Guide to studies in adult education*, comp. by C. D. Legge. London, 1953- . Annual.

This bibliographical series published by the National Institute of Adult Education in collaboration with the Universities Council for Adult Education deals with material concerning all forms of organized non-vocational education for adults. It contains details of general works (bibliographies, directories, encyclopaedias, yearbooks), historical studies, recent and contemporary developments, and theory and practice of adult education. The range includes universities, local education authorities, voluntary bodies, trade unions, co-operative education, residential and non-residential colleges and centres, education in hospitals and prisons, libraries, museums, etc. Moreover, details are provided on research theses and articles, and on research projects in progress within the field of interest.

Individual publications and periodicals containing much bibliographical material are:

- 97 PEERS, Robert. *Adult education, a comparative study*. London, Routledge & Kegan Paul, 1958. xiv, 365 p.

The most considerable single study of non-vocational further education in England. Deals with the historical background of the movement, its present organization and main characteristics, the theory of adult learning and teaching method. One section is concerned with adult education in the U.S.A., Germany and elsewhere.

- 98 *Technology: the monthly review of training and education for industry*, 1957- . London.

Contains articles on all aspects of technical and technological studies, reports of meetings and conferences, correspondence columns, and comment on new developments and policies.

- 99 *Technical education and industrial training*, 1959- . London. Monthly.

Detailed accounts of teaching methods, programmes of studies and techniques of organization in technical institutions.

- 100 VENABLES, Percy Frederick Ronald. *Technical education: its aims, organization and future development*. London, Bell, 1955. 645 p.

A detailed and exhaustive study of the institutional structure of technical education, of post-war policy in this field and of professional associations and examining bodies. There are chapters dealing with five special topics: engineering, building, art, commerce, and women in further education, each with a detailed bibliographical note. Appendixes give information on various types of institutions, courses of study, and associations concerned with technical education.

There are no specialized guides to materials relating to the training of teachers, but information is available in the various sources listed below.

Publications of the Ministry should first be noted, especially the *Training of teachers grant regulations* and reports of the National Advisory Council on the Training and Supply of Teachers. These publications can be traced through the current issue of the *Catalogue of government publications, Sectional list, no. 2. Ministry of Education* [18]. Note also:

- 101 MINISTRY OF EDUCATION. *Establishments for the training of teachers in England and Wales, 1961-62*. London, HMSO, 1960. (List 172).

This recent issue of an annual publication lists all institutes and schools of education in operation, as well as the university departments and training colleges of which they are composed. Brief details of the courses within each institution and also classified lists of colleges and courses.

Secondly, publications of the Association of Teachers in Colleges and Departments of Education [179] should be consulted. Of these publications the following two are of particular interest:

- 102 *Education for teaching*, 1954- . London. 3 issues a year.

Contains reports of conferences, articles relating to teacher training and of interest to those engaged in it, book reviews, etc.

- 103 *Handbook on training for teaching*, 2nd ed. London, Methuen, 1955. 408 p. Supplement 1958. 46 p.

Contains details of all institutes and departments of education and training colleges, including more detailed information on courses and subjects than in *Establishments for the training of teachers* ... [101].

Publications of Institutes of Education may also be consulted in regard to the training of teachers. These institutes publish annual handbooks showing in considerable detail the qualifications and courses offered by their constituent university departments and colleges. The information includes detailed syllabuses in all subjects offered for study, the constitution and committee structure of the institute and lists of staff in all its component institutions.

Scotland

In Scotland, as in England, education is compulsory between the ages of 5 and 15. The primary stage in Scotland, however, normally extends to the age of 12. In terms of its curriculum content, the Scottish primary school is similar to its English counterpart; selection for secondary education is made on similar lines. There is no attempt, however, as in England and Wales, to classify secondary schools as grammar, modern and technical. Instead, the division rests between senior secondary schools (selective schools with five-year courses) and junior secondary schools (non-selective schools with three-year courses). In many areas, however, there are general purpose secondary schools that provide both five-year and three-year courses. In both senior and junior secondary schools, courses in technical and other pre-vocational subjects are available. The only national leaving examinations are organized by the Scottish

Education Department and lead, after a five-year course, to the Scottish Leaving Certificate. Provision for handicapped children is made on lines similar to those followed in England. Independent schools do not play an important part in Scottish education and have exerted far less influence within the national system of education than has been the case in England.

There are no institutes of education in Scotland. Teacher training for both university graduates and others is carried out in colleges of education in Edinburgh, Glasgow, Aberdeen and Dundee and in three other training colleges, two for Roman Catholic women and one for women teachers of physical education. Higher work in education is carried out in university departments of education which share in the work of the colleges of education in providing some advanced courses followed by the better qualified graduates.

There is, apart from reports and other material issued by the Scottish Education Department, little material dealing with the various elements in the institutional structure of the Scottish school system. The following publications of the Department are of contemporary significance:

- 104 SCOTTISH EDUCATION DEPARTMENT. *The Primary school in Scotland: a memorandum on the curriculum*. Edinburgh, HMSO, 1950. 131 p.
- 105 ——. *Junior secondary education*. Edinburgh, HMSO, 1955. 286 p.
- 106 ——. *Report of the working party on the curriculum of the Senior Secondary School: introduction of the ordinary grade of the Scottish Leaving Certificate*. Edinburgh, HMSO, 1959. 67 p. (Circular 412).
- 107 ——. *Scottish Leaving Certificate examination*. Edinburgh, HMSO. (Circular 30). Annual.
Examination conditions, issue of certificate, syllabuses, etc.
- 108 ——. *Teachers (training authorities) (Scotland) regulations, 1958*. Edinburgh, HMSO, 1958. 48 p. (S.I. 1958, no. 1634, S.74).
- 109 ——. ADVISORY COUNCIL. *Primary education*. Edinburgh, HMSO, 1946. vii, 140 p. (Cmd. 6723).
- 110 ——. ——. *Secondary education*. Edinburgh, HMSO, 1947. vi, 198 p. (Cmd. 7005).
- 111 SCOTTISH OFFICE. *Education in Scotland, the next step*. London, HMSO, 1958. 8 p. (Cmd. 603).

Details may be had of other official and some non-official publications [6, 9, 83, 204]. See also certain publications issued jointly by the Minister of Education and the Secretary of State for Scotland [29, 33].

Northern Ireland

In considering the school system of Northern Ireland it must be borne in mind that it was not until 1921 that a Government of Northern Ireland was established. Since that time the school system has been assimilated to the pattern characteristic of the United Kingdom generally. The chief outstanding differences are that the age of compulsory entry into education is 5, 5½ or 6 years, according to local conditions; that the school-leaving age was raised to 15 only in 1957; and that as yet secondary education is, together with primary education, given mainly in all-age schools. Progress is being made, however, in developing intermediate schools and intermediate technical schools (similar respectively to English secondary modern schools and secondary technical schools). Grammar school education is not yet free, although there are numerous scholarships awarded to such schools by the Ministry of Education of Northern Ireland. The Ministry itself is responsible for conducting the Qualifying Examination for Admission to Grammar Schools.

As in Scotland, secondary school examinations are also the concern of the central authority. For the grammar schools there are the Junior Certificate examination taken after three years of study and the Senior Certificate examination taken two years later. The curriculum follows the broadly-based Scottish pattern. For the intermediate technical schools there is a Technical Certificate examination taken after three or four years and a Technical Day School Certificate examination taken after a further year.

In most towns there are technical institutes and in Belfast a College of Technology.

Teacher training is concentrated mainly in one large training college near Belfast, but there is also a smaller Catholic college and other institutions for specialist teachers. Training courses for university graduates are conducted by the Department of Education of the Queen's University, Belfast.

There are numerous official reports and other documents dealing with various aspects of the school structure. These are listed in an appendix to each annual report of the Government of Northern Ireland Ministry of Education [62].

The following publications are of special significance:

- 112 NORTHERN IRELAND, MINISTRY OF EDUCATION. *Programme for primary schools*. Belfast, HMSO, 1956. 222 p.

- 113 NORTHERN IRELAND. MINISTRY OF EDUCATION. *Qualifying examination for admission to grammar schools. Question papers, 1948- .* Belfast, HMSO. Annual.
- 114 —. —. *Report of the committee on secondary school examinations.* (MacBeath report). Belfast, HMSO, 1955. 27 p.
- 115 —. —. *Secondary grammar school certificate examinations. Programmes.* Belfast, HMSO. Revised periodically; latest revision, 1957. Kept up to date between revisions by *Supplements. Question papers* are also published each year.
- 116 —. ADVISORY COUNCIL. *Selection of pupils for secondary schools. Report. [1 and 2].* Belfast, HMSO, 1952, 1954. (Cmnd. 301, 335).
- 117 —. —. *Special educational treatment: a report.* Belfast, HMSO, 1954. 69 p.

Universities in the United Kingdom

Whilst it is essential to consider schools and institutions of further education in terms of England and Wales, Scotland and Northern Ireland, this is not the case with the universities. They are the responsibility neither of the central departments of education nor of the local education authorities and each, indeed, is an independent corporation recognized as such by Act of Parliament and holding its own Royal Charter. Nevertheless, they are linked with one another by an accepted body of tradition and academic usage and in matters of policy by the University Grants Committee (save in the case of Queen's University, Belfast, which has its own special relationship to the Parliament of Northern Ireland) and the Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom.

Public money is made available to the universities through the University Grants Committee, a body appointed by the Chancellor of the Exchequer and composed mainly of academics drawn from the universities themselves, with a leaven of others from industry and other aspects of national life. The annual and quinquennial reports of the University Grants Committee provide detailed surveys of the finance and work of the universities in their national context.

Important references are:

Commonwealth universities yearbook [International sources 1].

Single volume directory to the university institutions of the various countries of the Commonwealth. Gives very full information about university institutions in the United Kingdom: general article on 'The Universities of the United King-

dom', dealing in greater detail with the field; specific sections on each individual university; consolidated details of conditions of entry to all first degree courses in the United Kingdom.

- 118 UNIVERSITY GRANTS COMMITTEE. *Returns from universities and university colleges in receipt of treasury grant, 1919- .* London, HMSO. Annual.

Detailed statistical tables showing numbers of students in each university institution in terms of courses followed and qualifications awarded; statistics of academic staffs; summaries of income and expenditure under a number of heads.

- 119 —. *University development, 1935/47- .* London, HMSO. Quinquennial.

Detailed descriptive and explanatory reports, with supporting statistical information, on all matters falling within the terms of reference of the University Grants Committee. Among the questions discussed in the current report are the economic and social background of university students, the balance between teaching and research, libraries and research in the humanities and the social sciences. [See also 33.]

- 120 CONFERENCE OF THE UNIVERSITIES OF THE UNITED KINGDOM. *Report of proceedings, 1922- .* London. Association of Universities of the British Commonwealth.

Various topics are discussed each year; in 1959 these included school examinations and admission problems, teaching standards and techniques and the need for new university institutions.

- 121 POLITICAL AND ECONOMIC PLANNING. *Graduate employment.* London, Allen and Unwin, 1956. xii, 300 p.

—. *Graduates in industry.* London, Allen and Unwin, 1957. xii, 261 p.

These are two substantial reports by an independent research organization that has issued a number of reports on university matters.

Reports of various government departments (e.g., Department of Scientific and Industrial Research) also touch upon university studies and research. Relevant reports are most easily traced through the short bibliography included in each issue of the *Commonwealth universities yearbook* [International sources 1]. [See also 16.]

- 122 *Universities quarterly, 1945- .* London.

- 123 *The Universities review, 1921- .* London. Association of University Teachers. Bi-annual.

Devoted to matters of general university policy and developments in individual university institutions in the United Kingdom and elsewhere. This journal and the above [122] deal with topics of contemporary interest and their reviews of reports, books, etc., cover all important publications.

The following two individual works are very fully documented and have comprehensive bibliographies of their source material:

- 124 BERDAHL, Robert O. *British universities and the State*. Berkeley, University of California Press; and London, Cambridge University Press, 1959. ix, 229 p. (University of California. Publications 7).
- 125 KNELLER, George F. *Higher learning in Britain*. Berkeley, University of California Press, 1955. xii, 301 p.

The Association of University Teachers [180] publishes, mainly for the use of its members, the minutes of its biennial meetings and also reports and detailed memoranda on matters of university policy and the conditions of service of university teachers.

Educational studies and research

Studies dealing with the educational process and the educational systems in the United Kingdom do not lend themselves to easy classification, since education, by its nature, must draw upon many diverse disciplines, of which history, sociology, philosophy, psychology and—more recently—economics, together with comparative education, are the most important. To these studies derived from major academic disciplines may be added others concerned with curricula and with the content and methodology of individual subjects (e.g., mathematics, geography, physical education, etc.).

Research is carried out by members of staff and postgraduate students of university departments of education, by research institutions, by voluntary associations of teachers and by individual workers. Information regarding studies can be found: (a) in research and other periodicals. These form collectively the most reliable sources of up-to-date and detailed information concerning recently published research; (b) in bibliographical guides and lists (including some already listed); (c) in other bibliographical material contained in individual studies, reports and monographs; (d) from the research organizations listed below.

These include information on studies and research in the teaching of individual subjects, but reference should be made also to the handbooks and periodicals of a number of specialized education and teachers' associations.

Research and other periodicals

- 126 *British journal of educational psychology*, 1931- . London. 3 issues a year.
Publishes accounts of research in all aspects of educational psychology, and reviews all main works appearing in this field.

- 127 *British journal of educational studies*, 1952- . London. Bi-annual.

The aims of this journal are 'to explain the significance of new thought, to provide philosophical discussion at a high level, and to deepen existing interest in the purposes and problems of current educational policy'. It is thus complementary to the *British journal of educational psychology* and provides a vehicle for original research and thought in the historical, philosophical and comparative aspects of education. It reviews all books of major significance in these fields.

- 128 *British journal of sociology*, 1950- . London. Quarterly.

Devoted to sociology in general, but in the absence of any journal specifically concerned with the sociology of education, this periodical is the main source for research papers in this field.

- 129 *Educational research*, 1958- . London. 3 issues a year.

Published for the National Foundation for Educational Research [141]. This journal is designed to 'bring up-to-date research information to local authorities, administrators, practising teachers and others who, although concerned with education, are not themselves professional research workers'.

Other research reviews are published by several institutes of education. Their range extends over the whole field of education studies and research.

- 130 *Durham research review*, 1950- . Durham, University of Durham Institute of Education. Annual.
- 131 *Educational review*, 1948- . Birmingham, University of Birmingham Institute of Education. 3 issues a year.
- 132 *Researches and studies*, 1949- . Leeds, University of Leeds Institute of Education. Bi-annual.
- 133 *Studies in education*, 1947- . Hull, University of Hull Institute of Education. Annual.
- British education index* [204].

Bibliographical guides and lists

Sources of information on various aspects of education have already been described [7, 83, 92, 93, 96]. Another report dealing specifically with the sociology of education is

- 134 *Sociology of education, a trend report and bibliography*. (Current sociology, vol. 7, no. 3, 1960).

This report edited by Jean Floud was prepared for the International Sociological Association with the support of Unesco. While it is not limited to the United Kingdom but deals with the sociology of education in the United States of America and other countries as well, its significance for the United Kingdom is that this is the only bibliographical guide in the field of educational sociology. Introduced by a substantial essay tracing the development of the study of this field.

There is also documentation on research conducted by graduate students preparing for higher degrees:

- 135 ASSOCIATION OF SPECIAL LIBRARIES AND INFORMATION BUREAUX (ASLIB). *Index to theses accepted for higher degrees in the universities of Great Britain and Ireland, 1950/51- .* London, 1953- .

Includes all fields of study. Gives details of researches which, while undertaken as contributions to economics, public administration, etc., take some aspect of education as their theme.

- 136 NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES. *List of researches in education and educational psychology presented for higher degrees in the universities of the United Kingdom, Northern Ireland and the Irish Republic from 1918 to 1948*, comp. by A. M. Blackwell. London, Newnes, 1950. 173 p.

There has also been a second volume, for 1949-51, and three supplements, for 1952-57. Comprehensive lists of research theses, presenting, without annotation, the titles, authors and dates of theses in the field of education. Include researches on education in institutes of education, such as that of the University of London, which offer special opportunities for the study of education in overseas territories. The universities to which the theses have been submitted are named, and also the degrees conferred on their authors. Entries are classified by subject, according to a modified Dewey system. An introductory note to the first *List* shows the conditions under which theses may be consulted or borrowed. Each list contains two parts: I. Educational psychology. Mental development and capacity, comparative psychology. Sense and sense perception, sensation and perception. Executive functions, emotions, sensibility, feelings, etc. Higher mental processes, attention, memory, learning, thought, etc. II. Education. Education including philosophy, sociological aspects, comparative education, history of education. Teachers, school organization, methods of teaching, vocational guidance, discipline, education of special classes of children. Primary education. Secondary education. Adult education. Curriculum. Religious, ethical and secular education. The relation of State to education, educational administration.

Other bibliographical material

Recent individual studies of bibliographical importance are:

- 137 CURTIS, S. J.; BOULTWOOD, M. E. A. *Introductory history of English education since 1800*. London, University Tutorial Press, 1960. vii, 382 p.

Includes detailed lists, chronologically arranged, of published works representing twentieth century thought in English education.

- 138 FLEMING, Charlotte Mary. *Teaching, a psychological analysis*. London, Methuen, 1958. xiii, 291 p.

An exhaustive analysis of the literature dealing with the application of psychology to the work of the teacher. Contains very full lists of research papers and other studies not brought together elsewhere in this form.

- 139 UNIVERSITY OF LONDON. INSTITUTE OF EDUCATION. STANDING SUB-COMMITTEE IN GEOGRAPHY. *Handbook for geography teachers*, 4th ed., edited by

G. J. Cons and R. C. Honeybone. London, Methuen, 1960. 548 p.

A comprehensive handbook containing studies in the teaching of geography, syllabuses of work, extensive booklists, material on outdoor and indoor geography, and information relating to geographical societies and other organizations.

- 140 VERNON, Phillip Ewart. *Intelligence and attainment tests*. London, University of London Press, 1960. 207 p.

Contains a bibliography of material dealing with tests and testing procedures of all types, including those used in selection for secondary education.

Research organizations

- 141 NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

79 Wimpole Street, London, W.1.

The functions of this body are 'to encourage, organize, co-ordinate and carry out educational research, its prime concern being the study and resolution of such practical problems as arise within the public system of education and are amenable to scientific investigation'. The annual report of the foundation lists its own completed research projects and gives details of those on which work is proceeding. The foundation also maintains a register of research projects which have not yet reached completion. This register is built up of information received from university institutes and departments of education and psychology, teacher training colleges, local education authorities and individual workers known to any of these bodies. See also the journal *Educational research* [129].

National Institute of Adult Education (England and Wales) [94].

- 142 SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

46 Moray Place, Edinburgh 3.

The purposes of the council are to 'develop research both intensively and extensively in a manner beyond the power of an individual and, when necessary, on a nation-wide scale'. It also conducts long-term investigations involving keeping trace of and following up pupils over a period of years. Completed researches (listed in each succeeding publication of the council) number over thirty and include historical studies, studies of tests and examinations and surveys of the intelligence of Scottish children.

- 143 SCOTTISH INSTITUTE OF ADULT EDUCATION

Education Offices, Alloa, Scotland.

This body has aims similar to those of the National Institute of Adult Education (England and Wales). It brings together Scottish universities and local education authorities and also a number of voluntary organizations concerned with adult education. The official journal of the institute is

- 144 *Scottish adult education*, 1951- . Alloa. 3 issues a year.

Handbooks and periodicals of education and teachers' associations are considered under the associations which produce them. [See section 'Education associations' below.]

Comparative education

The main centre for information concerning material produced in the United Kingdom on education in other countries and on comparative education as a field of study is the

145 UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

Malet Street, London, W.C.1.

The institute has a library [218], a Department of Comparative Education, a Community Development Clearing House (concerned with all forms of adult and community education in underdeveloped territories) and a Department of Education in Tropical Areas.

[For education in overseas countries which were, or still are, under colonial administration, see the chapter on United Kingdom territories.]

Individual works of comparative education include:

146 Year book of education, 1932-1940, 1948- . London, Evans Bros.

Published in association with the University of London Institute of Education and Teachers' College, Columbia University, New York, this is the major contribution to the study of comparative education published in Great Britain. Each year a prescribed subject is discussed by a wide range of contributors from many countries. In recent years the subjects treated have included education and economics, moral education, education and philosophy and higher education. Each *Year book* includes a substantial introductory essay which relates the forty or fifty individual studies to the central theme.

147 KERR, Anthony. *Schools of Europe*. London, Bowes and Bowes, 1960. 292 p.

Deals briefly with the school systems in all European countries.

148 KING, Edmund James. *Other schools and ours*. New York, Rinehart, 1958; London, Methuen, 1960. xiii, 234 p.

Deals with Denmark, France, Great Britain, the U.S.A. and the Soviet Union.

149 MALLINSON, Vernon. *An Introduction to the study of comparative education*. London, Heinemann, 1957. ix, 249 p.

Deals with Belgium, France, Germany, Holland, Italy, Norway, Denmark.

[See also 97 and Australia 105.]

Textbooks and instructional materials

In the United Kingdom, the production of textbooks and other instructional materials is the concern of a very large number of individual publishers and not

of any governmental agency. Therefore, such material cannot be traced by reference to Her Majesty's Stationery Office. Teachers and others choose the books most appropriate to their needs, their sources of bibliographical information being various guides and booklists, the catalogues of individual publishers, advertisements and reviews in periodicals and, in some cases, specialist handbooks produced by teachers' associations.

The following association may be consulted:

150 PUBLISHERS' ASSOCIATION

19 Bedford Square, London, W.C.1.

The main source of information concerning publishing and the book trade in the United Kingdom generally. Issues the

151 *Directory of British publishers*, 2nd ed. London, Booksellers' Association of Great Britain and Ireland, 1961.

Loose-leaf. Includes a classified list of publishers, according to subject specialization, which is further subdivided under education into primary, secondary, university, commercial and technical.

Two general guides to textbooks and other books for use in schools are:

152 NATIONAL BOOK LEAGUE. *Education book guide, 1956- . London, Councils and Education Press. Annual.*

'Designed to bring together the titles of all books suitable for use in schools, whether in classroom or library, published in the United Kingdom in a given year.' Since 1960 there is a special section, entitled 'English as a second language', which lists textbooks designed for the use of teachers and students of English as a foreign language. Each book listed is described in full bibliographical detail and its scope and contents are indicated in brief notes. The compiler's note to the 1956 issue states: 'The descriptions of the books are taken from details sent to the National Book League by publishers in response to a circular inquiry. No attempt has been made to assess values and inclusion in this guide does not necessarily imply recommendation.' Entries are classified under subject headings (e.g., Art, Geography, Mathematics, Technical books) and distinctions are made between books suitable for children of primary school age and younger, and older children in secondary schools. Entries also show whether the books are suitable for use as textbooks or for inclusion in a school library or both. An appendix to the guide gives details of books on educational theory and practice and on child psychology published during the year under review.

153 *School book review, primary edition, 1959- . London, Schoolmaster Publishing Co. 3 issues a year.*

Lists all books or series of books designed for use in primary schools, with very full descriptive notes of from one hundred to six hundred words. Entries are classified under subject headings, viz., English (English language, reading, handwriting, spelling, drama), Arithmetic, Religious education, Handicraft, Science, Geography, History and Music. There are also sections for tests of ability and attainment, teachers' reference books and teaching aids.

School textbooks are also reviewed in a number of educational periodicals of general scope, e.g., *The Times educational supplement* [206], the *Higher education journal*, etc. Many specialized journals also pay particular attention to textbooks. [See section 'Education associations' below.]

Films and other visual aids are the concern of several organizations, including the

154 EDUCATIONAL FOUNDATION FOR VISUAL AIDS

33 Queen Anne Street, London, W.1.

This body is the marketing agency of the National Committee for Visual Aids in Education. Its main functions are to 'obtain, whether by purchase or otherwise, visual aids for disposal to local education authorities and other persons or bodies of persons concerned with the maintenance of schools and other educational establishments or facilities' and to arrange for the collection and dissemination of information on visual aids. It also seeks to 'facilitate the exchange of visual aids between the foundation and other organizations concerned with such aids in other parts of the Commonwealth and foreign countries'.

Two selected publications below deal with audio-visual materials:

155 *Visual aids, films and filmstrips*, rev. ed. London, Educational Foundation for Visual Aids [1957]. 8 vols.

A fully annotated catalogue, latest edition published between December 1956 and December 1957. Parts I and II deal with languages and the social sciences, III and IV with geography, V and VI with the sciences, VII with agriculture, industry and crafts, and VIII with arts, sport and 'miscellaneous'.

156 *Visual education yearbook*, 1953- . London, 1953- .

Published as July issue of *Visual education*, the magazine of the National Committee for Visual Aids in Education. The yearbook contains reports of the work both of the National Committee and the Educational Foundation, a register of teachers' visual aids groups, details of museum facilities, a list of societies concerned with audio-visual education and details of sources of supply of visual aids material and equipment.

Wall charts are the subject of a specialized catalogue:

157 *Catalogue of wall charts*. London, Educational Foundation for Visual Aids, 1958. vii, 122 p.

A guide issued periodically by the Educational Foundation for Visual Aids (latest edition, April 1958). It contains annotated lists of wall charts showing subject, size and price and describes briefly their contents and purpose. Lists are classified under subject headings (History, Civics, Biology, Industrial processes, Domestic science, etc.).

Science is the particular concern of one film association, the

158 SCIENTIFIC FILM ASSOCIATION

3 Belgrave Square, London, S.W.1.

This association exists to 'promote a wider understanding of science and of the scientific outlook by means of films'. It publishes comprehensive lists of films and through its education committee is 'concerned with the use of films and other visual aids in all branches of teaching'. Publications include:

159 *Scientific film review*, 1960- . London. 6 issues a year. Contains descriptive and evaluative notes on scientific, industrial, medical and educational films.

160 *S.F.A. catalogues*.

These catalogues are produced periodically by the association. Each specializes in one subject area, as medical films, films on health education, films on building construction, films on automation, films on education.

Two other specialized institutions are:

161 OVERSEA VISUAL AIDS CENTRE

31 Tavistock Square, London, W.C.1.

This body provides, through a series of bulletins, lists and other publications, information relating to all types of visual aids and especially to their use in overseas countries for promoting understanding of education, community development, health, agriculture and industry.

162 BRITISH FILM INSTITUTE

81 Dean Street, London, W.1.

Concerned with all aspects of the film viewed as a form of cultural expression. It serves educational purposes through (a) The Film Appreciation Department (also at 4 Great Russell Street, London, W.C.1), which is concerned with raising levels of taste in films by helping teachers and youth leaders to organize and conduct film appreciation courses; (b) the maintenance of a library of advanced scientific films not available from other sources, and (c) the Lending Section of the

163 NATIONAL FILM LIBRARY

4 Great Russell Street, London, W.C.1.

Educational films are the subject of:

164 CENTRAL OFFICE OF INFORMATION. FILMS DIVISION.

Films from Britain. London, 1960. 304 p.

Includes details of films dealing with education and youth activities in the United Kingdom (including general education, classroom and teacher training films, youth activities and vocational guidance), community life and citizenship, etc. Also contains sections listing films dealing with similar topics in Commonwealth countries.

165 *Film user*, 1946- . London, Current Affairs. Monthly.

Reviews education, training and documentary films and filmstrips as they become available and carries articles on the use of visual aids, including television.

Recorded speech is catalogued in

166 BRITISH COUNCIL. *Catalogue of speech records*. London, 1959. 31 p.

This catalogue, the only one of its kind, contains lists of speech records available in the United Kingdom and suitable for use in universities and schools. It is divided into two parts, the first showing literature records, listed under the names and addresses of the supplying firms, and the second showing language teaching records issued by the BBC and Linguaphone.

For documentation on sound radio and television, these two works may be consulted:

- 167 **BRITISH BROADCASTING CORPORATION.** *British broadcasting: a bibliography.* London, 1958. 49 p. Supplement, 1958-60. 4 p.

A general bibliography containing a short section dealing with educational aspects of sound radio and television.

- 168 **BBC Sound and television broadcasts to schools.** London, British Broadcasting Corporation. Annual.

Gives details of series of radio and television lessons, information regarding teacher and pupil pamphlets and dates and times of all educational broadcasts throughout the current school year.

A general publication on teaching materials is

- 169 **NATIONAL UNION OF TEACHERS.** *Treasure chest for teachers.* London, Schoolmaster Publishing Co., 1960. 96 p.

This publication, the first of its kind, offers much varied information about associations of an educational nature and also about industrial organizations, embassies and consulates that are willing to supply certain services and teaching materials to schools and other educational institutions. It is the most convenient single source for information concerning such bodies as the British Drama League, the Royal Commonwealth Society, the Association of Agriculture, etc.

Education associations

There is no annotated guide to educational associations in the United Kingdom, but there are alphabetical lists, including those referred to below, of which addresses were given earlier [3 and 4]. Classified lists will be found in *An International directory of education associations* and in *Teachers' associations* . . . [both International sources 2], as well as in *Teachers' information guide* . . . [5]. The main types of associations are institutional associations, associations of administrative officers, teachers' associations and public interest groups. Each type is dealt with below.

Institutional associations comprise such national bodies as the Church of England Board of Education [40], the Catholic Education Council [42] and the Methodist Education Committee [44]. These bodies provide and maintain schools; they further religion generally.

The common interests of various types of independent schools are served by a number of bodies, e.g., Association of Governing Bodies of Public Schools, Independent Schools Association. [For information concerning these and similar bodies, see 85, 86, 88.]

There are a number of associations linking units of local government. These include the Association of Education Committees [for a publication, see 207] and the National Association of Divisional Execu-

tives. Interest in educational matters is also shown by the general associations of local government units, as, for example, the Country Councils' Association, the Association of Municipal Corporations, the Institute of Municipal Treasurers and Accountants, and the Society of County Treasurers. In Wales, as already described, local education authorities carry out a number of their prescribed functions through a statutory body, the Welsh Joint Education Committee [26]. In Scotland there is no organization corresponding to the Association of Education Committees, but educational matters are considered by the Association of County Councils in Scotland and the Scottish Counties and Cities Association.

In the field of adult education there are highly distinctive organizations, such as the Workers' Educational Association and the Educational Centres Association. Their functions and activities can be studied in Peers' work [97] and their publications are very fully listed in the bibliographical guides already cited [96].

For descriptions of associations in the field of technical and commercial education, see Venables [100] and for bibliographical studies see Bengé [92] and Board [93].

There is, in the British mind generally, a fairly clear distinction between administrative and teaching functions, it being held that the former are concerned with providing the means by which education can be made available but not with determining its content and methodology. This distinction is reflected in separate professional associations for administrative officers and teachers. The former are served by the Association of Education Officers (that is, the chief administrative officers of local education authorities), the National Association of Inspectors of Schools and Educational Organizers, the Association of Superintendents of Education Welfare and Attendance Departments, the National Association of Youth Service Officers and the National Association of Youth Employment Officers.

Teachers' associations in the United Kingdom may be classified as those concerned with the professional welfare of their members and those concerned with specific school subjects or educational activities.

The major association of teachers in England and Wales is the National Union of Teachers [170], which is open to all qualified teachers, both men and women, irrespective of the institutions in which they serve. It is the main negotiating body in respect of salaries, superannuation and tenure and is represented on all government committees concerned with

such matters. It is also concerned with the promotion of education as a public service and as a field of study.

Other professional associations are selective in their membership, being concerned with either men or women teachers or with teachers in a particular type of institution. Such are the four associations for teachers in secondary schools [173-176].

There are a number of associations bringing together teachers in various types of independent schools. [For associations of teachers in the various areas of further education see 96, 97, 100.]

The only association concerned solely with teacher training is the Association of Teachers in Colleges and Departments of Education [179]. The Association of University Teachers [180] is similarly concerned with all academic members of university staffs.

In Scotland, the major professional body is the Educational Institute of Scotland [181]; and in Northern Ireland, the Ulster Teachers' Union [183].

In addition to a number of associations concerned with the teaching of the main subjects of the school curriculum, there are others concerned with the development within the schools of various aspects of art, drama and citizenship and international affairs.

Other associations are concerned with broader aspects of education. Such are, for example, the National Froebel Foundation [64] and the English Section of the New Education Fellowship.

There are few associations concerned with bringing together members of the public, teachers, parents, business men, etc., largely because the determination of educational policy, save in its purely political and administrative aspects, is held to be the responsibility of a professional leadership. Nevertheless, many national organizations in the political, religious and industrial fields give attention to educational matters. Such bodies include the church organizations already considered [40, 42, 44], the main political parties and related groups, the Federation of British Industries and the Trade Union Congress.

Many of the smaller associations maintain only their own working records and limit their publications to notices and bulletins to their members. Others publish periodicals and reports for general circulation. Such material can be traced through the general and specialized bibliographical guides already mentioned. For minor publications the *Select list of additions* [217] issued by the Ministry of Education Library is particularly valuable.

The following professional associations [170, 173-176, 179-181, 183] are selected for special notice as important sources of documentation:

170 NATIONAL UNION OF TEACHERS

Hamilton House, Mabledon Place, London, W.C.1.

The union's information service can draw on the resources of its library [220] and also on a full collection of press cuttings and other material collected over a number of years. It publishes books and reports on educational issues and much pamphlet material relating to the professional interests of teachers. Two important periodical publications are:

171 *The schoolmaster and woman teacher's chronicle*, 1872- . London. Weekly.

Contains news of professional interest, articles on educational policy, discussions of school organization and teaching methods, and reviews.

172 *Higher education journal*, 1936- . London. 3 issues a year.

Records events, statements of policy, and publications of importance for secondary and higher education. It also reviews or notices all school textbooks in the main subjects of the secondary school curriculum.

173 INCORPORATED ASSOCIATION OF HEADMASTERS

174 ASSOCIATION OF HEADMISTRESSES, INC.

175 INCORPORATED ASSOCIATION OF ASSISTANT MASTERS

176 ASSOCIATION OF ASSISTANT MISTRESSES, INC.

This and the above three associations [173-175], all at 29 Gordon Square, London, W.C.1, came into being towards the end of the nineteenth century, when it was appropriate to have in the secondary field distinctive associations for heads and assistants and for men and women. Now, although preserving their separate identities, they combine for many purposes through the Joint Committee of the Four Secondary School Associations. Each publishes its own annual reports and occasional pamphlets and memoranda. Two issue periodicals which are generally available [177, 178]. The Incorporated Association of Assistant Masters publishes a series of handbooks dealing with the teaching of the major secondary school subjects. It issues also

177 *The A.M.A.: journal of the Incorporated Association of Assistant Masters*, 1898- . London. 8 issues a year.

The Association of Assistant Mistresses [176] publishes

178 *Journal of the Association of Assistant Mistresses*, 1950- . London. 3 issues a year.

179 ASSOCIATION OF TEACHERS IN COLLEGES AND DEPARTMENTS OF EDUCATION

53a Brewer Street, London, W.1.

Issues to members a periodical bulletin and an annual report which include detailed information concerning the Training Colleges Clearing House, an organization which assists in the placement of intending teachers in appropriate colleges and which issues statistical information not otherwise available. The association publishes also:

Education for teaching [102].

Handbook on training for teaching [103].

180 ASSOCIATION OF UNIVERSITY TEACHERS

Laurie House, 21 Dawson Place, London, W.2.

The object of this association is 'the advancement of university education and research and the promotion of common action among university teachers and the safeguarding of the interests of the members'. The association publishes

The Universities review [123].

- 181 EDUCATIONAL INSTITUTE OF SCOTLAND
46 Moray Place, Edinburgh 3.

The major professional organization of teachers in Scotland, representing their interests on all main statutory and other bodies. It publishes

- 182 *Scottish educational journal*, 1918- . Edinburgh. Weekly.

The main source for news of educational policy and professional matters in Scotland.

- 183 ULSTER TEACHERS' UNION

Imperial Buildings, 72 High Street, Belfast.

The union is open to all classes of teachers in schools in Northern Ireland. It publishes

- 184 *Ulster education*, 1944- . Belfast. Monthly, except July and August.

First published under the title *U.T.U. bulletin*. Title changed in May 1949.

Some of the associations concerned with major subjects of higher secondary education are listed below [odd numbers from 185 to 199]. Each is followed by a periodical which it issues:

- 185 SOCIETY OF EDUCATION THROUGH ART
37 Denison House, 296 Vauxhall Bridge Road, London, S.W.1.

- 186 *Athene: the arts in education*, 1939- . London. Bi-annual.

Deals with all aspects of art education; reviews.

- 187 ECONOMICS ASSOCIATION

110 Banstead Road South, Sutton, Surrey.

- 188 *Economics*, 1949- . London. 3 issues a year.

Concerned with the teaching of economics and allied subjects in secondary schools of all kinds and in further education outside the universities.

- 189 ENGLISH ASSOCIATION

8 Cromwell Place, London, S.W.7.

Publishes a wide range of books, pamphlets and other material dealing with aspects of English language and literature and with methods of teaching English.

- 190 *English: the magazine of the English Association*, 1907- . London, Oxford University Press.

- 191 THE GEOGRAPHICAL ASSOCIATION

c/o The Park Branch Library, Duke Street, Sheffield.

Publishes pamphlets on the teaching of geography and lists of books dealing with the various geographical areas of the world.

- 192 *Geography*, 1901- . London. G. Philip. Quarterly. In 1901-27 was entitled *Geographical teacher*.

- 193 THE HISTORICAL ASSOCIATION

59a Kennington Park Road, London, S.E.11.

Publishes a general series of pamphlets on a wide range of historical topics, an annual bulletin giving a critical account of the historical literature of the previous year and many pamphlets and leaflets on the teaching of history.

- 194 *History: the journal of the Historical Association*, 1916- . London, Routledge and Kegan Paul. 3 issues a year.

- 195 THE MATHEMATICAL ASSOCIATION

29 Gordon Square, London, W.C.1.

Publishes various handbooks and reports on the teaching of mathematics.

- 196 *Mathematical gazette*, 1905- . London, Bell. Quarterly.

- 197 THE MODERN LANGUAGE ASSOCIATION

2 Manchester Square, London, W.C.1.

- 198 *Modern languages*, 1919- . London. 3 issues a year.

- 199 THE SCIENCE MASTERS' ASSOCIATION

52 Bateman Street, Cambridge.

- 200 *School science review*, 1919- . London, Murray. 3 issues a year.

Published for the Science Masters' Association and the Association of Women Science Teachers. Contains articles on various aspects of physics, chemistry, biology and other sciences taught in schools. Many book reviews and advertisements illustrating equipment and materials.

[For listing of numerous other associations concerned with specific school subjects and interests, see 3-5.]

Educational journals

For complete coverage of all titles, reference should be made to the following compilations:

- 201 *British union catalogue of periodicals*. London, Butterworth, 1955-58. 4 vols.

'A record of the periodicals of the world, from the seventeenth century to the present day, in British libraries.' An alphabetical list, with a full entry under the original title, giving also any changes of title and the dates of change. Cross references from later titles enable periodicals to be traced under any change of title that may have taken place.

- 202 *Willing's press guide*, 1874- . London, 1874- . Annual.

A guide to current periodicals, showing titles, publishers' addresses, frequency and price and year of establishment. Includes dominion and colonial publications.

[See also 5.]

The main educational journals of the United Kingdom and some, but not all, of those of minor importance are listed in *An international list of educational periodicals* [International sources 3]. Articles appearing in educational and other periodicals are indexed in:

- 203 *Index to selected British educational periodicals, 1954-* . London. 3 issues a year.

Compiled by the librarians of Institutes of Education.

- 204 *British education index, 1954/1958-* . London, Library Association.

This is the first printed cumulation of the *Index to selected British educational periodicals*. Further cumulations will be published at regular intervals. The index takes the form of a subject index of articles, in some 50 British periodicals, dealing with all aspects of education both in the United Kingdom and in other countries.

- 205 *Subject index to periodicals, 1915-* . London, Library Association, 1915- . Quarterly, with annual cumulation.

Includes articles on educational topics appearing in many non-educational journals.

As for individual periodicals, attention has already been directed to research journals and to those dealing with curriculum subjects or activities. Listed below are periodicals of more general scope which, collectively, can serve as a comprehensive source of information on education in the United Kingdom.

- 206 *The Times educational supplement, 1910-* . London. Weekly.

A weekly newspaper devoted to education. Carries reports of major speeches, lectures and conferences, articles of topical interest, synopses of all major reports by governmental and other agencies and letters from professional and lay correspondents dealing with controversial issues. It reports, in summary form, proceedings in Parliament concerning education and also provides news of developments in individual local education authorities. There are news items and occasional articles dealing with education in Scotland and Northern Ireland and reports of educational developments in other countries. The coverage of overseas topics has increased since 1950.

- 207 *Education, 1903-* . London. Weekly.

The official organ of the Association of Education Committees. Chiefly concerned with educational policy and administration. It summarizes and comments upon official reports and circulars and carries articles and other material dealing with the work of local education authorities. It publishes also occasional supplements giving details of new schools and school plans.

See also *Technology* . . . [98], *Technical education and industrial training* [99], *The Schoolmaster and woman teacher's chronicle* [171], *Scottish educational journal* [182], *Ulster education* [184].

Educational statistics

The main sources for education statistics are the annual reports of the Ministry of Education (England and Wales) [31], the Scottish Education Department [53] and the Ministry of Education for Northern Ireland [62].

For statistics relating to university education, reference should be made to the reports of the University Grants Committee [118-119].

See also these annual publications:

- 208 TREASURY. *Civil estimates. Class IV. Education and broadcasting, 1939-* . London, HMSO. (House of Commons Papers).

Summary statements of the amounts required in the following tax year for education and broadcasting.

- 209 MINISTRY OF EDUCATION. *Memorandum on the Ministry of Education estimates, 1945-* . London, HMSO.

Shows expenditure from central and local sources and analyses local education authorities' expenditures.

- 210 —. *Secondary education in England and Wales, 1957-* . London, HMSO. (List 69).

Shows the numbers, ages and proportions of children in each local authority in the various types of secondary schools.

- 211 —. *Selected statistics relating to local education authorities in England and Wales, 1958-* . London, HMSO. (List 71).

Shows, for each authority, the number of students receiving grants for further education, the extent to which pupils remain at school after reaching the statutory school-leaving age, the incidence of over-size classes and the provision of meals and milk in school.

Statistics on education are compiled also by the

- 212 INSTITUTE OF MUNICIPAL TREASURERS AND ACCOUNTANTS

1 Buckingham Place, London, S.W.1.

Established in 1885. Publishes in association with the Society of County Treasurers an annual volume of education statistics which gives an authority-by-authority survey of the number of pupils in schools of various types and an analysis, under some 30 heads, of expenditure on the education service.

DEPARTMENT OF HEALTH FOR SCOTLAND. *Report* [52].

Health of the school child [32].

Other sources of statistics include reports of advisory councils and other government committees. Many of these contain the results of special investigations. An example is

MINISTRY OF EDUCATION . . . *15 to 18* . . . [71].

Much useful statistical information of both national and local significance will be found in *Parliamentary debates* (Hansard) [20].

The replies to many questions will be found in a summarized form in *Education* [207].
The Times educational supplement [206].

For Northern Ireland, Parliamentary debates may be traced through *Supplementary list of publications* [22].

Much source material relating to the economic aspects of education in all parts of the United Kingdom is brought together in
VAIZEY, John. *The Costs of education* [46].

A useful guide to all save the most recent statistical publications on education is

- 213 LEE, Doris M. 'The Statistics of education'. In: *Journal of the Royal Statistical Society, Series A, General*, vol. 117, part III, 1954, p. 348-60.

Education biography

There is no source of biographical information relating to living educators, with the exception of the biographical directory

- 214 *Who's who, 1849- .* London, Black. Annual.
Carries entries describing the careers of many university professors, public school headmasters and other distinguished persons in the educational field.

Lists of the names of university teachers and administrative officers, their degrees and appointments, are given in
Commonwealth universities yearbook [International sources 1].

The names and appointments of Ministry of Education administrative and inspectorial staffs are provided in
Education authorities directory and annual [3].
Education committees year book [4].

The names, and the degrees or other qualifications of headmasters, headmistresses and staff members of leading boys' and girls' schools are indicated in the *Girls' school year book* [85].
Public and preparatory schools yearbook [88].

The names and degrees of headmasters, headmistresses and principals of all types of schools and further education establishments may be found in the *Education authorities directory and annual* [3].

For the names and personal addresses of all members of education committees in the United Kingdom and for the heads of schools in the limited category of those maintained or aided by local education authorities, the following may be consulted:
Education committees year book [4].

Education libraries and museums

Education libraries may be found in

- 215 *Aslib directory: a guide to sources of information in Great Britain and Ireland*. London, Aslib, 1957. 2 vols.

Volume I consists of a classified index listing libraries under various subject headings. Section 37, which deals with education, lists libraries of universities and of teacher training colleges, others maintained by national institutions and associations and local public libraries in which material relating to education in general or to special aspects (e.g., education of women, adult education) is to be found. Volume II contains detailed descriptions of all libraries listed in the first volume. Name and subject indexes.

Among the many libraries listed, special attention should be given to:

- 216 MINISTRY OF EDUCATION LIBRARY
Curzon Street, London, W.1.

Contains about 130,000 volumes, including pamphlets, which deal with the history, organization and administration of education, principles of education and methods of teaching in Britain and overseas. Holds a very full collection of government reports and other official material. Publishes:

- 217 *Select list of additions, 1947- .* London. Monthly. Cyclostyled.

A guide not only to generally available books and other material but also to reports, pamphlets and, in some cases, articles abstracted from periodicals. Lists also a wide range of material received from overseas.

- 218 INSTITUTE OF EDUCATION LIBRARY
University of London.

The library of this institute mentioned above [145] holds about 64,000 volumes, excluding pamphlets and archives, and almost 1,000 periodicals concerned with all aspects of educational thought and practice and educational research. There are sections on comparative education, child development, education in tropical areas, education of handicapped children, and health education. The library publishes:

- 219 *Education libraries bulletin, 1949- .* London. 3 issues a year. Cyclostyled.
Contains articles of interest for training college librarians, reading lists on selected topics and occasional reviews. Studies

in the bibliography of education are issued from time to time as supplements [for an example, see 9].

220 NATIONAL UNION OF TEACHERS LIBRARY

The library of the National Union of Teachers [170] holds about 8,000 volumes, together with 10,000 pamphlets and collections of press cuttings. Through its information bureau it answers queries and assembles information on matters of educational policy and practice. The only library in the United Kingdom specifically devoted to education which issues a printed catalogue; this is

Library catalogue. Revised periodically.

This catalogue, of which a recent issue contained 20 pages, has sections dealing with reference books, philosophy, religion, education (history, theory and practice, teaching method), social sciences, linguistics, pure science, applied science, arts and recreation, literature and history.

Inter-availability of educational resources

The main agencies concerned with promoting and facilitating the exchange of persons and the exchange of educational materials are:

Overseas and General Branch of the Ministry of Education [25].

Deals with matters relating to the interchange of teachers with other countries, qualifications and service of foreign teachers in England and Wales, liaison with the British Council, educational visitors from overseas, etc. It also includes the secretariat of the United Kingdom National Commission for Unesco. The activities of the branch are reported each year in the annual report of the Ministry of Education [31].

221 BRITISH COUNCIL

65 Davies Street, London, W.1.

An officially sponsored body concerned with providing facilities for the study of all aspects of British life and culture. To this end organizes extensive programmes of exchanges of academic and other personnel, vacation courses and tours, exhibitions and loans of educational materials. Details of the full range of its activities are given in the *Annual report* of the council. Among the council's publications are:

222 BRITISH COUNCIL. *Higher education in the United Kingdom: a handbook for students overseas*, 1960. London, Longmans Green, 1960.

Revised biennially. Published in co-operation with the Association of Universities of the British Commonwealth.

223 —. COMMITTEE FOR FOREIGN UNIVERSITY INTERCHANGE. *University interchange between the United Kingdom and other European countries, 1948-56*. London, 1957. 56 p.

For Scotland and Northern Ireland reference should be made to the Scottish Education Department [51] and the Ministry of Education for Northern Ireland [61].

Among other publications of interest in the exchange of students are:

224 EDUCATIONAL EXCHANGE COUNCIL. *Education in the Soviet Union: a report of a study tour*. London, 1957. 77 p.

225 RHODES TRUST. *The First fifty years of the Rhodes Trust and the Rhodes scholarships, 1903-1953*. Oxford, Blackwell, 1955. xiv, 268 p.

[See also 161, 164.]

For documents dealing with recent developments in the United Kingdom relating to educational co-operation with other Commonwealth countries, see the chapter on United Kingdom territories [particularly the heading 'Legislative and policy documentation', in the 'General' section]. See also:

226 COLONIAL OFFICE. *Service with overseas governments*. London, HMSO, 1960. 22 p.

227 *Commonwealth scholarship act*. London, HMSO, 1959. 3 p.

228 MINISTRY OF EDUCATION. *Teaching service in the Commonwealth and other countries overseas*. London, HMSO, 1960. 17 p. (Circular 10/60).

229 SCOTTISH EDUCATION DEPARTMENT. *Teaching service in the Commonwealth and other countries overseas*. Edinburgh, HMSO, 1960. 11 p. (Circular 443).

The following reference provides the background against which the more recent developments, documented in the material listed above, may be studied:

230 CENTRAL OFFICE OF INFORMATION, REFERENCE DIVISION. *Educational co-operation within the Commonwealth*. London, 1959. 40 p. (R.4217).

Gives details of all major schemes and institutions concerned with interuniversity co-operation, academic mobility, etc., in terms of the situation in May 1959. The pamphlet was under revision at 31 December 1960.

General

The development of education in the Commonwealth countries and the non-self-governing territories is an historical process, generally regarded as falling into two phases. The early period of private activity of individuals and of missionary and philanthropic bodies was followed by increasing government interest, with the government taking more and more responsibility and becoming more and more active in policy making and administration and, in recent years, encouraging local interest and activity.

In the early period, however, one must not overlook the significance of the trading companies, whose activities had such an important effect on life generally and so, indirectly, on education. Some of these companies also supported or engaged directly in certain educational activities.

More recently institutes, such as the International African Institute [United Kingdom African territories, general 4], and similar bodies have been established for the study of cultural and ethnological aspects of areas and races or for the linking together of the various parts of the British Commonwealth and the study and dissemination of information about them. These bodies have also produced valuable material bearing directly or indirectly on education. An example is the

1 ROYAL COMMONWEALTH SOCIETY

Northumberland Avenue, London, W.C.2.

[See 5 for the subject catalogue of the society's library.]

In addition, there are the international bodies established chiefly since the end of the First World War—the International Bureau of Education, the United Nations and Unesco—which are producing original material and also collecting, recording and distributing bibliographical information on educational activities throughout the world, including information on the territories of the United Kingdom.

The development of education in the various parts of the Commonwealth falls roughly into three periods, reflecting the changing relationship between Britain and her territories and also the changing thought about the type of education best suited to underdeveloped areas.

(a) The colonies up to about the middle of the nineteenth century, a period of complete dependency, politically and administratively. Information on this period will be found almost entirely in the statutes, the Parliamentary publications, the records of mis-

sionary bodies, churches and trading companies active in the colonies, and the private papers of interested individuals. See *Guide to resources for Commonwealth studies* [4].

(b) The emergence of self-governing territories, e.g., Dominion of Canada, Commonwealth of Australia. The self-governing territories have separate chapters in this *Guide*, devoted chiefly to the documentation of the current systems of education, but including some information on early development. For any detailed account of the evolution of the system it would be necessary to consult documents relating to the earlier period of the territory's history.

(c) Self-government in recent years, particularly post-Second World War period. Where it has been possible to obtain the information, a chapter has been devoted to each of the territories which has achieved independence in recent years. However, for the early history of education in these territories, and the emergence of the existing systems, reference should be made to records for the period of their dependence.

In studying the educational systems of the various territories, both self-governing and non-self-governing, it is necessary to know something of their evolution to understand how they have grown out of earlier policy and practice, and to appreciate the degree to which they have been affected by geographic, racial, economic, political and similar factors.

As one would expect, there is no single comprehensive book about education in the colonial period, nor on current policy of Britain in relation to education in the remaining non-self-governing territories, nor any single source of information about published material on these topics. History, policy and practice must be followed through the general bibliographical sources of the types indicated below.

Acts, parliamentary and governmental papers of Great Britain, particularly the papers of the Colonial Office and its predecessors. [See United Kingdom.]

Records and publications of private bodies engaging directly or indirectly in educational activities: missionary societies, London Missionary Society, British and Foreign Bible Society; churches, Catholic, Methodist, etc.; trading companies, East India Company, etc.

Records of institutes and similar bodies for the study of ethnological and cultural aspects of specific

regions or races, or the inter-relationships of the various parts of the Commonwealth. For a full list of institutions see *Colonial Office list* [3]. [See also United Kingdom African territories, general, 21.]

Records and publications of international bodies and agencies. These are of special importance for current educational activities. [See list in International sources.]

Books by individual writers, including studies and reports on education and informal accounts, such as biographies, autobiographies, observations, reminiscences of missionaries, teachers, administrators, travellers, etc.

This chapter is limited to the documentation of education in the non-self-governing territories. It has been arranged in six sections: the first a general section, listing sources of information relating to the territories as a whole; the other five, grouping sources by geographical regions where United Kingdom territories are located: African, Asian, Atlantic and Caribbean, Mediterranean, Pacific. Within these regions an alphabetical order by territory has been followed, with the addition of further subdivision under certain groups such as the Leeward Islands.

Where no special publication has been listed on topics such as statistics, associations, etc., in the bibliographies of these territories, reference should be made to the general sources under these headings in United Kingdom territories, general.

With reference to the Colonial Office reports on these territories and the annual reports of the various education departments, the following points should be noted.

The publication of the Colonial Office annual reports was suspended in 1940, and commenced again in 1946, with a new series of annual or biennial reports. For some territories the reports are compiled and published in the territory (e.g., Hong Kong annual report). They are also issued by HMSO in London. In this *Guide*, to identify them as the reports of the Colonial Office, they have been listed for each territory under the heading, United Kingdom—Colonial Office.

Up to 1955, reports of departments of education were compiled annually, but from that date, at the request of the Secretary of State, full reports have been prepared triennially and summary reports in the intervening years. Some are printed, others are issued in cyclostyled form. It has not always been possible to provide full bibliographical information including the date of first issue. Further information may be obtained from the education departments of

the various territories, or from the library of the Colonial Office [34] which holds large quantities of these reports.

As indicated earlier, self-governing territories are treated in separate chapters, arranged under their names in the main alphabetical sequence of this *Guide*.

Reference works

- 2 *British Commonwealth*, 2nd ed. London, Europa publications, 1958.

Under each country there are sections on education, the press, learned societies, libraries, universities, etc., together with a list of publishers and of the chief journals.

- 3 *Colonial Office list*, 1862-. London, HMSO. Annual. Title varies.

The current issue gives a brief history and outline of the functions of the Colonial Office, and a list of associations and institutions concerned with colonial affairs, their addresses, the names of the chief officers together with a note on their functions and activities; advisory committees and councils; members of the public services of overseas territories, Colonial Office and Crown Agents for overseas governments and administrations, with a brief record of their careers. A short section is devoted to basic facts about each of the territories, including brief information on education, libraries, broadcasting, etc. Each issue lists the official publications issued by the United Kingdom on the dependent territories during the preceding year.

Commonwealth universities yearbook [International sources 1].

Education authorities directory and annual [United Kingdom 3].

- 4 HEWITT, Arthur R. *Guide to resources for Commonwealth studies*. London, Athlone Press, 1959. viii, 219 p.

'The purpose of this guide is to assist advanced research workers, particularly those... from overseas to locate material for the study of the British Commonwealth. The materials listed fall mainly... within the fields of history and the social sciences, and are limited to libraries and other institutions in London, Oxford and Cambridge.' Gives brief descriptions of institutions, etc., concerned with various aspects of Commonwealth affairs, lists of libraries, their holdings and the location of certain important papers, a concise survey of library resources subject by subject—education, p. 59—and of bibliographies. Contents include missions, p. 16; papers of chartered and other companies, p. 17-25; public archives; private papers, parliamentary papers.

International yearbook of education [International sources 5].

Public and preparatory schools yearbook [United Kingdom 88].

- 5 ROYAL COMMONWEALTH SOCIETY. *Subject catalogue of the library*. London, 1930-37. 4 vols.

The society also issues monthly its *Library notes*, with a list of accessions, in duplicated form.

- 6 UNITED KINGDOM. CENTRAL OFFICE OF INFORMATION. *The Colonies: a guide to material and information services available to schools and to the public*. London, HMSO, 1959.

- 7 —. COLONIAL OFFICE. *Colonial territories*, 1948-49- . London, HMSO, 1949- . Annual. Published earlier as *Colonial empire*.

Each issue contains a chapter on education describing briefly current development costs, sources of finance, etc.

UNITED NATIONS. *Non-self-governing territories: summaries* . . . [International sources 11].

- 8 —. *Special study on educational conditions in non-self-governing territories*, 1954-56- . New York. Biennial.

General account covering local participation in educational policies and administration, illiteracy, free and compulsory education in primary schools, secondary, higher, technical, vocational education, etc. Includes some statistical tables.

Year book of education [United Kingdom 146].

The World of learning [International sources 7].

World survey of education [International sources 8].

Legislative and policy documentation; Administration

'Constitutional responsibility to Parliament for the good government of British colonial territories rests with the Secretary of State for the Colonies. It is the Minister's responsibility, and the function of his Department (the Colonial Office) to see that the declared objects of British Colonial policy are carried out and to marshal and organize the help the Colonies need.

'The actual administration of the Colonies is carried out by the various Colonial governments. Subject to the overriding authority of Parliament, the Colonial governments enjoy a large and increasing autonomy. Each Colony has its own legislature and its own civil service, paid from local revenue and not part of the Home Civil Service.' (*Colonial Office list*, 1960, p. 3.)

Provision has been made under various Acts of Parliament [9-14] for the voting of United Kingdom funds to supplement the resources of the Colonial governments. Additional grants are made to territories faced with special difficulties and the Colonial

Office sends technical officers to advise on problems of organization and development, including problems of education.

The policy of Britain in the development of education in the non-self-governing territories may be traced in the reports of debates in Parliament on legislation introduced for this purpose. See the following references: *Parliamentary debates*. *Official report* (Hansard), [United Kingdom 20] which contains a verbatim record of proceedings; *The Times educational supplement* [United Kingdom 206] which reports proceedings relating to education in a summary form.

Reports of debates in the legislative councils of the various territories on legislation introduced for the purpose of giving effect to this policy, should also be consulted.

In the bibliographies of the various territories, in general only the main education law has been listed; related law will be found in the collected volumes of law for each territory; current law is usually published in, or as a supplement to, the official gazette of the territory.

These more general publications, i.e., legislative proceedings, collected law, and official gazettes, have not always been listed. They may be traced for any particular territory either through the *Guide to resources for Commonwealth studies* [4] or by direct reference to the government concerned. See *Colonial Office list* [3].

Legislation of the Imperial Parliament at Westminster and parliamentary and governmental papers relating to education in its various aspects, and to the administration of the various territories, may be traced through the United Kingdom chapter under the heading 'Parliamentary sources'.

Of particular importance are:

Index to statutes in force . . . [United Kingdom 14].
Catalogue of government publications [United Kingdom 16].

Fuller descriptive notes on these two publications are given in the United Kingdom chapter.

See also:

- 9 *Colonial development and welfare act*, 1940.
- 10 *Colonial development and welfare act*, 1945.
- 11 *Colonial development and welfare act*, 1949.
- 12 *Colonial development and welfare act*, 1959.
- 13 *Colonial development and welfare (amendment) act*, 1959.
- 14 *Commonwealth teachers act*, 1960.

- 15 COMMONWEALTH EDUCATION CONFERENCE, 1st, Oxford, 1959. *Report*. London, HMSO, 1959. 65 p. (Cmnd. 841).
- 16 UNITED KINGDOM. CENTRAL OFFICE OF INFORMATION. *Education in the United Kingdom dependencies*, 2nd ed. London, HMSO, 1959. 46 p. (Reference pamphlet 4).
An outline of present policy and practice with brief account of history and development. Includes useful bibliographical footnotes and some statistical summaries.
- 17 —. COMMONWEALTH RELATIONS OFFICE; COLONIAL OFFICE. *Commonwealth educational co-operation*. London, HMSO, 1960. 7 p. (Cmnd. 1032).
- 18 —. —; —. *Commonwealth scholarship and fellowship plan: proposed arrangements for the administration of the plan in the United Kingdom*. London, HMSO, 1959. 5 p. (Cmnd. 894).
- 19 —. COLONIAL OFFICE. *Colonial development and welfare acts: return of schemes made under the acts, 1942-43*. London, HMSO.
- 20 —. —. *Report of the Commission on higher education in the colonies*. London, HMSO, 1945. 119 p. (Cmnd. 6647).
Recommended the establishment of the Inter-University Council for Higher Education in the Colonies, constituted in 1946, which in 1955 became Inter-University Council for Higher Education Overseas.
- 21 —. INTER-UNIVERSITY COUNCIL FOR HIGHER EDUCATION OVERSEAS. *Report, 1946-47*. London, HMSO, 1948-. Irregular. 2nd report, 1947-49; 3rd report, 1949-50; Report, 1946-54, includes a bibliography p. 38-40.

[See also United Kingdom African territories, general 16-18, 20 (these reports refer mainly to Africa but have considerable relevance to other territories) and also the heading 'Inter-availability of educational resources', in the United Kingdom chapter.]

Educational studies and research

As an introduction to the complex topic of educational policy and administration in the dependent territories, the following are useful:

- 22 LEWIS, L. J. *Educational policy and practice in British tropical areas*. Edinburgh, Nelson, 1954. 141 p.
- 23 —. *Partnership in overseas education*. London, Evans, 1959. 24 p. (University of London. Institute of Education. Studies in education, 9).
- 24 READ, Margaret. *Education and social change in tropical areas*. London, Nelson, 1955. 130 p.

Includes a brief description of the activities of the Colonial Department of the University of London Institute of Education, which later became the Department of Education in Tropical Areas.

See also:

British national bibliography [United Kingdom 6].
NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES. *List of researches* . . . [see United Kingdom 136].

Textbooks and instructional materials

For general information on textbooks and other instructional material published in the United Kingdom which may be of value in overseas schools, see in particular:

Directory of British publishers [United Kingdom 151].
Education book guide [United Kingdom 152].

A number of publishers—Longmans, Nelson, Oxford University Press, Macmillan, etc.—specialize in the production of textbooks for use in overseas schools. They put out both textbooks in English or for use in learning English, in series such as *Harrap's African library*, *Oxford progressive English series*, *Essential English library*, and textbooks in the various African languages. They issue special catalogues of the books of this type which they publish.

See also the Educational Foundation for Visual Aids [United Kingdom 154] and Oversea Visual Aids Centre [United Kingdom 161].

- 25 UNITED KINGDOM. COLONIAL OFFICE. INFORMATION DEPARTMENT. *Sound and television broadcasting in the overseas territories: handbook, 1949*. London. Annual.

Brief information for each territory on technical developments and programmes, including school programmes. The Colonial School Transcription Unit under a joint plan of the BBC and the Colonial Office prepares weekly programmes on records for schools and teachers in training, intended to help colonial stations to start or develop their own educational broadcasting.

Education associations

For lists of education associations and information regarding them, see *An International directory of education associations and Teachers' associations* [both, International sources 2].

- 26 WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION
1201 Sixteenth Street, Northwest, Washington 6, D.C., U.S.A.

Lists of members of the confederation are given in the annual reports.

Educational journals

For indexes and lists of educational journals, see *An International list of educational periodicals* [International sources 3].

- 27 LONDON UNIVERSITY. INSTITUTE OF EDUCATION. LIBRARY. *Periodical holdings*. London. Cyclo-styled.

An unpublished list in two parts, an alphabetical list of titles and a country index.

For additional lists and indexes, see the United Kingdom chapter [United Kingdom 201-204].

Although the journals below appear in various lists already mentioned, they are noted here because of their special value:

- 28 *Commonwealth survey*, 1948- . London, HMSO. Fortnightly, with quarterly index and annual cumulation.

Published for the Central Office of Information.

- 29 *International review of missions*, 1911- . London. Quarterly.

- 30 *Oversea education*, 1929- . London, HMSO. Quarterly.

Published for the Colonial Office.

- 31 *Oversea quarterly*, 1939- . London, University of London, Institute of Education, Department of Education in Tropical Areas.

Formerly the *Colonial review*. Contains abstracts and reprints only.

- 32 *Teacher education*, 1960- . London, Oxford University Press. 3 issues a year.

Published for the University of London, Institute of Education, Department of Education in Tropical Areas.

The Times educational supplement [United Kingdom 206].

Educational statistics

Of particular interest is

- 33 UNESCO. *Current school enrolment statistics*, 1- , June 1955- . Paris. Annual.

Compiled from latest statistics available to Unesco Secretariat, including sources which may not be readily available elsewhere.

See also the following items:

International yearbook of education [International sources 5].

Non-self-governing territories [International sources 11].

World survey of education [International sources 8].

Education libraries and museums

Several libraries are particularly interested in material on the territories:

- 34 COLONIAL OFFICE AND COMMONWEALTH RELATIONS OFFICE LIBRARIES

Colonial Office, Great Smith Street, London, S.W.1. These two libraries, which are administered jointly, hold up-to-date author catalogues and subject indexes. They issue:

Monthly list of colonial publications received.

Selective list of accessions, 1946- . Bi-monthly. Duplicated.

- 35 EDUCATION IN TROPICAL AREAS DEPARTMENT LIBRARY
Institute of Education, University of London,
Malet Street, London, W.C.1.

The library of this department is administered as a unit within the general institute library and maintains a separate catalogue of its holdings.

- 36 SCHOOL OF ORIENTAL AND AFRICAN STUDIES LIBRARY
University of London, London, W.C.1.

The school's library includes material on South-East Asia, the Pacific Islands and Africa. It maintains an author and subject catalogue on cards with a title index, and publishes:

Accession list. Monthly.

List of periodical articles in Western languages.

For other libraries with collections of special interest either as background material or bearing directly on education in the dependent territories, see:

Aslib directory . . . [United Kingdom 215].

Guide to resources for Commonwealth studies [4].

- 37 UNITED KINGDOM. JOINT INTELLIGENCE BUREAU.
Guide to government department and other libraries and information bureaux, 13th ed. London, 1960.
133 p. mimeo.

Useful for recent information on a limited number of libraries.

United Kingdom African territories: general

Reference works

- 1 BANKS, Arthur. *An Africa book list*. London, Africa Committee of the Conference of British Missionary Societies, 1960. 36 p.
Intended as a guide to students training for work in Africa; chiefly textbooks and books on teaching methods suited to African schools.
- 2 DRAKE, Howard. *Bibliography of African education, South of the Sahara*. Aberdeen, University Press, 1942. 97 p. (University of Aberdeen, Anthropological Museum, Publications, 2).
- 3 HAILEY, William Malcolm. *An African survey: a study of problems arising in Africa, South of the Sahara*. London, Oxford University Press, 1957. xxvi, 1,676 p.
- 4 INTERNATIONAL AFRICAN INSTITUTE. *Africa bibliographical series, ethnology, sociology, linguistics and related subjects based on the bibliographical card index of the International African Institute*, 1958-
A series now being published in parts from the card index of the International African Institute (St. Dunstan's Chambers, 10/11 Fetter Lane, London, E.C.4). The following sections have appeared:
 - 5 ——. *West Africa*. London, 1958. v, 116 p. (Africa bibliographical series).
 - 6 ——. *North East Africa*. London, 1959. iii, 51 p. (Africa bibliographical series).
 - 7 ——. *East Africa*. London, 1960. v, 62 p. (Africa bibliographical series).
 - 8 ——. *South-East Central Africa*. London, 1961. v, 53 p. (Africa bibliographical series).
 - 9 ——. *Select annotated bibliography of tropical Africa*. New York, Twentieth Century Fund, 1946. No pagination.
- 10 LEVY, G. *European education in South Africa, 1922-1946: a select bibliography*. Cape Town, University of Cape Town, School of Librarianship, 1946. 47 ff.
- 11 ROBINS, G. *Bibliography of African education*. Cape Town, University of Cape Town, School of Librarianship, 1951. iii, 17, 1 p.
Thesis—supplements, reference above [2].
- 12 U.S.A. LIBRARY OF CONGRESS. GENERAL REFERENCE AND BIBLIOGRAPHY DIVISION. *Africa South of the Sahara, a selected, annotated list of writings, 1951-1956*, compiled by Helen F. Conover. Washington, D.C., 1957. vii, 269 p.
Arranged regionally, with an alphabetical index of countries; includes some education, with good annotations, especially to bibliographies.
- 13 ——. ——. ——. *North and North East Africa, a selected, annotated list of writings, 1951-1957*, compiled by Helen F. Conover. Washington, D.C., 1957. v, 182 p.

Legislative and policy documentation

Documentation prepared by the Colonial Office includes:

- 14 COLONIAL OFFICE SUMMER CONFERENCE ON AFRICAN ADMINISTRATION. 2ND SESSION. Cambridge, 1948. *Encouragement of initiative in African Society*. London, Colonial Office, 1948. 132 p. (African 1174).
- 15 UNITED KINGDOM. COLONIAL OFFICE. *Education policy in British tropical Africa*. London, HMSO, 1925. 8 p. (Cmd. 2374).
- 16 ——. ——. ADVISORY COMMITTEE ON EDUCATION IN THE COLONIES. *Memorandum on the education of African communities*. London, HMSO, 1935. 24 p. (Colonial 103).
- 17 ——. ——. ——. *Mass education in African society*. London, HMSO, 1944. 63 p. (Colonial 186).
- 18 ——. ——. ——. *Education for citizenship in Africa*. London, HMSO, 1948. 40 p. (Colonial 216).

The following works from other sources are important:

- 19 *African education: a study of educational policy and practice in British tropical Africa*. London, Oxford University Press, 1953. xii, 187 p.
Published for the Nuffield Foundation and the Colonial Office, contains full reports of Jeffery Mission to West Africa and Binns Mission to East and Central Africa, together with the proceedings of the subsequent Conference of African Education, held at Cambridge University in 1952. This conference marks the development of a new procedure for pooling the differing experiences of those engaged in education in the United Kingdom and in Africa on problems common to both.

The Library of Congress has prepared bibliographies on Africa:

- 20 MCLEOD, J. Campbell. *African history in the making*. London, Edinburgh House Press, 1956. 120 p.
An account of the proceedings of the Cambridge conference [19] for non-specialist readers.

See also West African Examinations Council [Ghana 27].

Educational studies and research

A great many of the cultural and ethnological studies of regions and races of Africa, undertaken by various research institutions, are of significance for education, e.g., language studies for the production of textbooks in the vernacular.

A list of research institutions will be found in the *Colonial Office list* [United Kingdom territories, general 3] and also in

- 21 U.S.A. LIBRARY OF CONGRESS. REFERENCE DEPARTMENT. *Research and information on Africa: continuing sources*. Washington, D.C., Government Printing Office, 1954. 70 p.

Institutions and their work in the field of African studies.

The published results of much of this research, including articles in periodicals, can be traced through the *Africa bibliographical series* [5-8].

See also *Africa* [22] and *West African journal of education* [25].

For theses submitted for higher degrees in the universities of the United Kingdom see:

Index to theses . . . [United Kingdom 135].

List of researches in education [United Kingdom 136].

Textbooks and instructional materials

In many of the African territories, literature boards or bureaux have been established for the production

of local textbooks in English and in the vernacular languages, e.g., East African Literature Bureau [Kenya 32], Vernacular Literature Board [Ghana 33].

Education associations

A recent list of education associations of the various countries of Africa will be found in *Teachers' associations* . . . [International sources 2]. Associations are listed under the names of the various territories. There is, in addition, the West African Science Association [Ghana 37], the membership of which extends over 15 countries of Africa.

Educational journals

See *An International list of educational periodicals* [International sources 3] and note also these individual journals:

- 22 *Africa*, 1928- . London, International African Institute. Quarterly.
Includes a bibliography which forms the basis of the *Africa bibliographical series* [5-8].
- 23 *African affairs*, 1901- . London. Quarterly.
Journal of the Royal African Society (18 Northumberland Avenue, London, W.C.2).
- 24 *Books for Africa*, 1931- . London. Quarterly.
Bulletin of the International Committee on Christian Literature for Africa (2 Eaton Gate, London, S.W.1).
- 25 *West African journal of education*, 1957- . Cambridge. 3 issues a year.
Discusses general problems of education in West Africa and also the particular problems of the various countries.

Basutoland

Reference works

- 1 ASHTON, Hugh. *The Basuto*. Oxford University Press, 1952. xi, 335 p.
Published for the International African Institute. Bibliography: p. 346-9.
- 2 TE GROEN, J. C. *Bibliography of Basutoland*. Cape Town, University, School of Librarianship, 1946. ii, 29 p.

- 3 UNITED KINGDOM. COMMONWEALTH RELATIONS OFFICE. *Report on Basutoland, 1946- .* London, HMSO. Annual.

[See also United Kingdom territories, general; and United Kingdom African territories, general.]

Legislative and policy documentation

Major legislative and policy works include:

- 4 *Basutoland education proclamation, 1947.*
- 5 EDUCATION DEPARTMENT. *Rules and regulations, 1954.* Maseru, 1954. 63 p.
Includes the *Basutoland education proclamation of 1947 and the rules made thereunder*, as well as a list of approved schools.
- 6 UNITED KINGDOM. *Report of the Commission appointed . . . to enquire into and make recommendations upon education in Basutoland* (Chairman: Sir Fred Clarke). Pretoria, Government Printer, 1946. iii, 78 p.

Administration of the educational system

For a brief account of the educational system, see *World survey of education* [International sources 8].

The Director of Education is responsible for the over-all development and policy of education in Basutoland. In 1946 a Central Advisory Board on African Education replaced the old Board of Advice. In the following year, district advisory committees were set up with the function of advising the Director.

The territory is divided into four circuits, each under an education officer.

Most of the schools are run by the three principal missions: Paris Evangelical, Roman Catholic and English Church. Grants-in-aid are paid to the missions to cover the salaries of all teachers in approved schools.

For information on administration, one may consult:

- 7 EDUCATION DEPARTMENT. *Annual report, 1948- .* Maseru. From 1955, summary report only.
- 8 ——. *Triennial survey, 1955/57- .* Maseru, 1958- .
- 9 WALTON, James. *History of education in Basutoland.* Maseru, 1958. 18 p.
Reprinted from *Annual report*.

Structure and organization

Primary education, which covers an eight-year course, is divided into lower primary schools with five- or six-year courses and higher primary schools with two additional years. At this stage there is a

departmental examination leading to post-primary education.

Junior secondary schools provide a three-year post-primary course up to the standard of the junior certificate of the University of South Africa. Senior secondary schools give a five-year course at the standard of the matriculation examination of the Joint Board of the South African universities.

The examination leads also to teacher training courses of three or five years, technical courses of four years and housecraft courses of two years.

Degree courses are available at Pius XII University College. Otherwise, students travel overseas, or to the Republic of South Africa or Rhodesia.

Vocational training is offered by the Medical, Agricultural and Posts and Telegraph Departments.

There are syllabuses for primary and secondary education:

- 10 EDUCATION DEPARTMENT. *Syllabus for primary schools.* Maseru, 1957. 197 p.
- 11 ——. *Syllabus for intermediate schools.* Maseru, 1951. 61 p.

Educational studies and research

The Education Department staff holds an annual conference to discuss educational problems. In 1959 the topic was the teaching of English; conference papers were published under the title

- 12 *The Teaching of English in Basutoland schools*, ed. by James Walton. Maseru, Government Printer, 1959. 56 p.

Education associations

For a list, *Teachers' associations . . .* [International sources 2] may be consulted. There is also

- 13 Association of Principals of Teacher Training Colleges of the High Commission Territories
Founded to represent the principals of the training colleges of the High Commission Territories and to encourage the development and improvement of teacher training at all levels.

Educational statistics

See the *Annual report* [7] and the *Triennial survey* [8] of the Department of Education.

Bechuanaland

Reference works

- 1 UNITED KINGDOM. COMMONWEALTH RELATIONS OFFICE. *Report on Bechuanaland Protectorate, 1946- . Annual*. London, HMSO. Reading list.
- 2 STEVENS, P. E. *Bibliography of Bechuanaland*. Cape Town, University, School of Librarianship, 1947. iv. 22 p.
[See also: United Kingdom territories, general; and United Kingdom African territories, general.]

Legislative and policy documentation

The principal documentation to be consulted under this head is:

- 3 'African education, Proclamation on education, 1938'. (Cap. 59 of the *Laws in force . . . 1959*). Defines the membership and powers of school committees. The committees were set up in 1931 with the approval of the Board of Advice on African Education. Their main responsibilities are the building and maintenance of schools in their area and the engagement of staff. In professional matters the teachers are the responsibility of the Director of Education.
- 4 *European education, government notice no. 4 of 1944*. Provides for the election of local school committees of which the District Commissioner is chairman. Professional control is the responsibility of the Director of Education, but the committees are responsible for the appointment, payment and dismissal of teachers, the spending of the government grant-aid, the maintenance of school buildings, etc.

Administration of the educational system

See *World survey of education* [International sources 8] for a brief account of the educational system.

African primary schools are under the control of local tribal committees. A senior member of the Education Department attends meetings and advises on professional matters. The professional control of teachers is vested in the Director of Education. There is a Board of Advice on African Education which meets from time to time.

As to European schools, local advisory committees give advice and assistance to the Education Department, but the Government has now taken full control of the schools.

Principal administrative documentation is:

- 5 EDUCATION DEPARTMENT. *Annual report summary*. Mafeking. From 1955 a summary report only.
- 6 ——. *Triennial survey, 1955/57- . Mafeking*.

Structure and organization

The Protectorate offers a four-, six- or eight-year primary course. At the end of the eight-year course a government examination is held. Pupils who obtain a satisfactory pass may go to a secondary boarding or day school, to the Government Teacher Training College, or to the Homecrafts Vocational Centre.

Post-primary and post-secondary vocational courses, post-secondary teacher training courses, graduate and postgraduate courses are taken in the Republic of South Africa, Rhodesia, or the United Kingdom.

Textbooks and instructional materials

Plans for the development of African education include the preparation of textbooks locally for history, geography and the vernacular. There is a Languages Board which advises the Government on matters affecting Tswana orthography, literature and vernacular education, but until a generally accepted form of Tswana orthography has been established, publishers are unwilling to undertake work in the vernacular.

Tswana books written and published by the London Missionary Society are used in schools throughout the Protectorate.

Education associations

See *Teachers' associations . . .* [International sources 2].

Educational statistics

See *Annual report summary* [5] of the Education Department.

Gambia

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Gambia: report, 1946-*. London, HMSO. Biennial.
Includes reading list.
- 2 SOUTHOORN, Bella S., Lady. *The Gambia*. London, Allen and Unwin, 1952. 283 p. Bibliography, p. 271-2.

[See also United Kingdom territories, general; and United Kingdom African territories, general.]

Legislative and policy documentation

The principal documents covering educational legislation are:

- 3 *Laws of the Gambia (including regulations, orders-in-Council, etc.)*. Bathurst, Government Printer, 1955. 6 vols.
- 4 *An Ordinance to provide for the development and regulation of education*. (No. 16 of 1946). (Ch. 82 of the Laws).

Policy documents include:

- 5 COMMISSION ON THE AIMS, SCOPE AND CONTENTS AND METHODS OF EDUCATION IN GAMBIA. *Report*. . . , by T. H. Baldwin. Bathurst, Government Printer, 1951. 46 p. (S.P. no. 7 of 1951).
- 6 *Educational policy, 1961-65*. Bathurst, Government Printer [1961]. 11 p. (S.P. no. 1/61).
- 7 *Government statement on secondary education*. Bathurst, Government Printer, 1956. 6 p.
Acceptance of the proposal in the Baldwin report [5] of one undenominational secondary school, but with separate provision for the Roman Catholic community.

Higher education in the British West African colonies [Sierra Leone 10].

Survey of technical and further education, Sierra Leone and Gambia [Sierra Leone 12].

UNITED KINGDOM. COLONIAL OFFICE. *Report of the commission on higher education in West Africa* [Ghana 12].

Administration of the educational system

The Education Department is administered by a Director assisted by education officers in charge of education in the Colony area and the Protectorate, and a woman education officer responsible for girls' education. In the Protectorate, the district authorities have responsibility for local schools.

Education is surveyed each year by an Education Sub-Committee of the Conference of Protectorate Chiefs.

See also the outline of the educational system in *World survey of education* [International sources 8].

The principal administrative document is

- 8 EDUCATION DEPARTMENT. *Annual report, 1925-*. Bathurst, Government Printer.

Issued 1925-29, as reports of Board of Education. From 1947 full reports are issued for the triennial periods 1947/49, 1955/57-; and annual summaries, with statistics, for the intervening years.

Structure and organization

Bathurst and Colony

Children start school at 5. They spend two or three years in an infants' school and then four years in a primary school. At this stage, selection is made for secondary schools; those who do not enter a secondary school remain up to three years longer in a primary school.

Children may take a four- to five-year course at the Technical School in Bathurst, for which they are recruited from the senior forms of the primary school. The course is for carpenters and joiners, masons and motor fitters. A Government Clerical School gives instruction in clerical work, shorthand, typing and bookkeeping and general education to government clerks.

Protectorate

The district authority schools have a course of four to six years, starting at the age of 8. Children wishing to take a secondary course have to travel to Bathurst or Georgetown. There is a Teacher Training College

at Yundum which offers a three-year course for primary school teachers.

There is no form of higher education in the Gambia. This has to be taken abroad.

Educational studies and research

Research in Gambia is not yet very developed. However, some has been undertaken by

9 THE GAMBIA TEACHERS' UNION

PO Box 133, Bathurst.

Has carried on some research on education, including work on teachers' salaries and on education in rural areas.

Kenya

Reference works

- 1 *Yearbook and guide to East Africa, 1950-* . London. Annual.
- 2 UNITED KINGDOM. COLONIAL OFFICE. *Kenya; report, 1946-* . London, HMSO. Annual. Reading list. Much general information about Kenya is contained in the *Debates of the Legislative Council of Kenya*. [See also United Kingdom territories, general; and United Kingdom African territories, general.]

Legislative and policy documentation

General legislation has been published as follows:

- 3 *Laws of Kenya*, rev. ed. Nairobi, Government Printer [1948]. 4 vols.
- 4 *Ordinances, 1948-* . Nairobi, Government Printer. Annual.
- 5 *Laws of the East Africa High Commission; in force in . . . 1951*. Nairobi, Government Printer [1953?].
- 6 *High Commission acts, 1952-* . Nairobi, Government Printer. Annual.

Legislative material on education includes:

- 7 *The Education ordinance, 1952* (58 of 1952). Sets out the duties and powers of the Member for Education and of the Department, etc.

Education associations

See *Teachers' associations . . .* [International sources 2].

Educational statistics

See *Annual report* [8] of the Education Department.

Education libraries and museums

The British Council has a well-patronized reading room and library.

- 8 *The Education (amendment) ordinance, 1960* (37 of 1960).
- 9 *The Non-native education ordinance, 1948*. Europeans, Indians and Goans. Establishment and constitution of authorities for education, etc.
- 10 *The Non-native education tax ordinance, 1948*. To make provision for a tax for the purposes of non-native education.

Policy works include a long-range plan:

- 11 *A Ten-year plan for the development of African education*. Nairobi, Government Printer, 1948. 16 p. The plan for the next ten-year period is to be drawn up in 1961.

Indian education has been specially studied in:

- 12 KAZIMI, Ali Akbar. *Inquiry into Indian education in East Africa*. Nairobi, Government Printer, 1948. 110 p. Report made at the request of the Advisory Council on Indian Education for an expert opinion by a qualified Indian educationist.
- 13 *Report of the select committee on Indian education*. Nairobi, Government Printer, 1949. 37 p. Reviews and makes recommendations on the report of Kazimi [12].

Following are recommendations of a committee on African education and proposals for their implementation, as well as the report made in the same period by a committee on educational expenditure:

- 14 *African education in Kenya: report of the committee to inquire into the scope, content and methods of African education (Beacher report)*. Nairobi, Government Printer, 1949. viii, 166 p.
Provides the framework for present policy and planning.
- 15 *Proposals for the implementation of the recommendations of the report on African education in Kenya*. Nairobi, Government Printer, 1950. 26 p. (S.P. 1 of 1950).
- 16 *Report of the committee on educational expenditure (European and Asian)*. Nairobi, Government Printer, 1949. 45 p.

Next are noted a policy statement of 1951 and a 1958 report followed by a consideration of recommendations of the report:

- 17 *African education: a statement of policy, issued with the authority of the Member for education, health and local government*. Nairobi, Government Printer, 1951. 8 p.
- 18 *Report on Asian and European education in Kenya, 1958*. Nairobi, Government Printer, 1958. 45 p.
The Woodhead and Harper report.
- 19 *Consideration of the recommendations of the report on Asian and European education in Kenya*. Nairobi, Government Printer [1959]. 9 p. (S.P. 4 of 1958/59).

Two reports refer to the level of higher education:

- 20 *Report of the Technical Institute Committee*. Nairobi, Government Printer, 1949. 31 p.
Recommends the establishment of a technical institute which was opened in 1956 as the Royal Technical College of East Africa and later became the Royal College.
- 21 *Higher education in East Africa*. Entebbe, Government Printer, 1959. 123 p.
A white paper issued jointly by the governments of Kenya, Tanganyika, Uganda, and Zanzibar, together with—as appendixes—the report of the working party on higher education in East Africa, 1955, led by Sir Alexander Carr Saunders, and the report by Professor E. Giffen and D. H. Alexander on a visit to the Royal Technical College of East Africa in 1956.

Programmes for development include:

- 22 *The Development programme, 1954-57*. Nairobi, Government Printer, 1955. x, 126 p. (S.P. 51 of 1955).
- 23 *The Development programme, 1957-60*. Nairobi, Government Printer, 1957. iv, 100 p. (S.P. 77 of 1956/57).
- 24 *The Development programme, 1960-61*. Nairobi, Government Printer, 1958. 57 p. (S.P. 4 of 1959/60).

- 25 *Broadcasting development*. Nairobi, Government Printer, 1958. 33 p. (S.P. 4 of 1957/58).

See also:

CONFERENCE ON MUSLIM EDUCATION, 1958. *Proceedings* [Zanzibar 7].
Report of the fact-finding mission to study Muslim education in East Africa [Zanzibar 6].
Technical education and vocational training in East Africa . . . [Zanzibar 5].

Administration of the educational system

For a brief account of the educational system, see the *World survey of education* [International sources 8] and the *Colonial Office list* [United Kingdom territories, general 3].

The Governor is advised by a Council of Ministers and a Legislative Council. A Minister of Education is responsible for education. He is assisted by a Permanent Secretary/Director of Education, who advises on matters relating to policy formulation.

There are seven advisory councils: African, Arab, Asian, European, Goan, higher education, and technical education.

Until December 1960 the schools were grouped racially for financial and administrative purposes, with an assistant director in charge of each of three sections: European, Asian and African. Reorganization in December 1960 placed one director in charge of primary education and district administration, one in charge of secondary education and teacher training, while the third is still responsible for Asian and Arab education, a fourth is now responsible for technical education. From 1960, African and Asian children of a suitable age and ability are admitted to some European secondary schools.

Principal reports are:

- 26 EDUCATION DEPARTMENT. *Annual report, 1944* . . . Nairobi, Government Printer.
From 1955 entitled *Annual summary*.
- 27 ——. *Triennial survey, 1955/57* . . . Nairobi, Government Printer.
History, development, statistics, etc.

Structure and organization

European children are obliged to attend school between the ages of 7 and 15 years. Primary schools, day or boarding, are co-educational, whereas secondary

schools are separate for boys and girls and are mainly of boarding type. There are grammar and modern streams.

For Asian boys from 7 to 15 there is compulsory schooling in Nairobi, Kisumu and Mombasa.

There is no compulsory education for Arabs, but the number attending schools in Mombasa and the villages is increasing. One boys secondary school exists.

African children are not subject to compulsory education. There is a primary course of four years, followed by a four-year intermediate course. Sixth form classes were to begin in 1961. All secondary schools are now managed by volunteer agencies.

Higher education is given in Makerere College [Uganda 15] and in the

28 ROYAL COLLEGE

Nairobi, Kenya. [See 21.]

Many Kenya students receive financial assistance for courses at these colleges, and also to continue their higher education abroad.

Higher education in British East Africa is on an inter-territorial basis. The two colleges are supported partially by funds from the territories of Uganda, Tanganyika and Kenya, and are governed by councils on which the three territories are represented. They accept students from all the East African territories. [See also 20, 21, and the section 'Inter-availability of educational resources', below.]

Educational studies and research

Research has been undertaken by the following institutions:

29 THE KENYA NATIONAL UNION OF TEACHERS

Box 259, Thika, Kenya.

Has worked on the code of professional ethics.

30 THE KENYA TEACHERS' ASSOCIATION

PO Box 9309, Nairobi.

Has worked on teachers' salaries.

31 SPECIAL CENTRE

Education Department, Nairobi.

Established in 1957 under the Chief Inspector of Schools to investigate problems of teaching English in Asian primary schools and to plan a course to introduce that language as a medium of instruction in the first year.

Textbooks and instructional materials

It is important to note here:

32 EAST AFRICAN LITERATURE BUREAU

PO Box 30022, Nairobi.

Set up in 1948 under the East African High Commission, one of the regional organizations established by the United Kingdom to encourage regional co-operation. Serves Kenya, Uganda and Tanganyika. Publishes textbooks, particularly for use with the syllabus for African schools in Kenya. Distributes books to schools and to teachers. Encourages the demand for, and publishes, works of African authors. Among its other publications are:

33 EAST AFRICAN LITERATURE BUREAU. *Annual report*, 1949- . Nairobi, Government Printer, 1951- .

Includes a list of books, periodicals, etc., in English and vernacular languages, published during the year.

Arrow.

An English language teaching magazine for children.

East African teachers' journal.

Data on this journal may be found in the *International list of educational periodicals* [International sources 3].

Kenya education journal [35].

Education associations

See list in *Teachers' associations . . .* [International sources 2].

There is also

34 KENYA ASIAN EDUCATIONAL COUNCIL

PO Box No. 1048, Nairobi.

Membership is open to all those interested in the propagation or advancement of Asian education. Among its objects is that of collecting and publishing, in various forms, information on Asian education in Kenya.

Educational journals

Several journals have been published:

35 *Kenya education journal*, 1958- . Nairobi. Semi-annual.

Published by the East African Literature Bureau with funds provided by Kenya Education Department.

36 *Kenya educationalist*, 1957- . Nairobi. Annual.

Published by the Kenya Teachers' Association.

37 *Kenya schoolmaster*, 1958- . Thika. Semi-annual.

Published by the Kenya National Union of Teachers.

See also *International list of educational periodicals* [International sources 3] as well as *Annual report* [26] and *Triennial survey* [27] of the Education Department, which also contains statistics.

Education libraries and museums

The East African Literature Bureau [32] is responsible for the development and administration of public libraries. See its *Annual report* [33].

There is also the library of the Royal College, formerly the Royal Technical College of East Africa [28], which issues accession lists and bibliographies.

Inter-availability of educational resources

The Maniben and Mohamedali Rattensay Educational Trust, set up by a private donor, makes awards to Kenya students to enable them to proceed to courses in higher education. Awards are made to students of all races for study in the United Kingdom, India and elsewhere.

Mauritius

Reference works

- 1 ARCHIVES DEPARTMENT. *Bibliography of Mauritius (1502-1954) ...*, by A. Toussaint and H. Adolphe. Port Louis, 1956. xvii, 884 p.
- 2 ——. *Memorandum of books printed in Mauritius and registered in the Archives Office, 1951- .* Port Louis, Government Printer, 1951- .
- 3 TOUSSAINT, Auguste. *Select bibliography of Mauritius*. Port Louis, 1951. 56 p.
- 4 UNITED KINGDOM. COLONIAL OFFICE. *Mauritius: report, 1946- .* London, HMSO. Annual. Reading list.

[See also United Kingdom territories, general; and United Kingdom African territories, general.]

- 7 *Report of the select committee on the Ward Report on education*. Port Louis, Government Press, 1943. 41 p.
- 8 NICHOLS, A. E. *A Report on secondary education in Mauritius*. Port Louis, Government Press, 1949. 31, ii p.
- 9 *Report of the select committee appointed to consider ... [the Nichols' report]*. Port Louis, Government Press, 1949.
- 10 *Technical education in Mauritius*. Port Louis, Government Printer, 1952. 14 p.
- 11 HARLOW, F. J. *Technical education in Mauritius: report*. Port Louis, Government Printer, 1955. 10 p.

Legislative and policy documentation

The following is a major legislative work:

- 5 *Education Ordinance, 1957. No. 39 of 1957*. Provides for compulsory registration of all schools, except religious schools, those run by Government or by HM Forces and the College of Agriculture, and for their inspection. The Director of Education is placed under the control of the Minister and an advisory board is appointed to advise the Minister.

Policy works include reports on education in general and on secondary education—with a comment on both—as well as on technical education:

- 6 WARD, W. E. F. *Report on education in Mauritius*. Port Louis, Government Press, 1941. 58 p. The Director's views on the state of education, with proposals for improvement.

Administration of the educational system

For an outline of the education system see the *World survey of education* [International sources 8].

The Minister of Education is responsible to the Government for all education. He is assisted by an advisory board and his chief executive officer is the Director of Education.

The following reports are published:

- 12 EDUCATION DEPARTMENT. *Annual report*. Mauritius, Government Printer. From 1955 summary reports only.
- 13 ——. *Triennial report, 1955/57- .* Mauritius, Government Printer.

Structure and organization

The primary education course is of six years, commencing at the age of 5. Children stay to the age of 12 in order to compete for junior scholarships which entitle the holders to free secondary education. Secondary education is generally of the grammar school type. Apart from the College of Agriculture and the Training College, all post-secondary work must be taken abroad.

Primary and secondary schools are either Government, aided or private. There are four education authorities for the aided schools: Roman Catholic, Church of England, Hindu and Muslim.

Educational studies and research

Research on the local educational system has been undertaken by

- 14 THE SECONDARY AND PREPARATORY SCHOOL TEACHERS' UNION
26 Stevenson Avenue, Quatre Bornes.

Education associations

See *Teachers' associations* . . . [International sources 2]. There is also

- 15 FEDERATION OF CATHOLIC TEACHERS OF MAURITIUS
20 rue Pope, Hennessy, Port Louis.

Seychelles

Reference works

- 1 *Seychelles annual*, 1959- . Victoria, Mahé, Government Printer, 1959- .
- 2 UNITED KINGDOM. COLONIAL OFFICE. *Seychelles; report*, 1946- . London, HMSO. Biennial. Reading list.
[See also United Kingdom territories, general; and United Kingdom African territories, general.]

Legislative and policy documentation

For information on the legislation of education, these three works may be consulted:

Educational journals

See the following works:

International list of educational periodicals [International sources 3].

Teachers' associations . . . [International sources 2]. Lists under the name of each association the periodical publications, including minor publications, such as newsletters, bulletins, etc., which it issues.

Educational statistics

- 16 CENTRAL STATISTICAL OFFICE. *Year book of statistics*, 1946- . Mauritius, Government Printer. Annual. See also *Annual report* [12] and the *Triennial report* [13] of the Education Department.

Education biography

- 17 TOUSSAINT, Auguste, ed. *Dictionary of Mauritian biography*. Société de l'Île Maurice. In progress; 25 parts have been published.

Education libraries and museums

The Education Department maintains a teachers' library at its headquarters in Port Louis.

- 3 *Education ordinance. No. 15 of 1944.* (Cap. 47). Provided for the appointment of an Advisory Council for Education.
- 4 GILES, W. W. E. *Summary of ten-year plan of educational reorganization and development in Seychelles, 1946-55.* Victoria, Mahé, Government Printer, 1945. 26 p.
- 5 *A Plan for Seychelles.* Victoria, Mahé, Government Printer [1959]. 58 p.
Education and training, p. 29-30.

Administration of the educational system

For an outline of the educational system, see the *World survey of education* [International sources 8].

Education is controlled by the Director of Education assisted by the Advisory Council for Education which was established under the *Education Ordinance, No. 15 of 1944* [3].

Reports on education are issued:

- 6 DEPARTMENT OF EDUCATION. *Annual report*. Victoria, Mahé.

Commencing 1955-57 a full report is issued triennially and summary reports in the intervening years.

Structure and organization

The primary school course covers the ages of 6 to 12 or 13 and is followed by a secondary modern course to the ages of 15 or 16. These courses are free. Secondary grammar schools charge fees which are varied according to the parents' means.

Sixth form and further education is taken overseas. Vocational training is available at a technical centre where five-year apprenticeships in carpentry, cabinet making and joinery are given.

A full time two-year course in teacher training started in 1959.

Reference may be made to a syllabus:

- 7 DEPARTMENT OF EDUCATION. *Outline syllabus for primary schools*. [Victoria, Mahé, 1952]. 41 p.

Education associations

See *Teachers' associations* . . . [International sources 2].

Educational statistics

Education statistics are included in *Annual report of the Department of Education* [6].

Swaziland

Reference works

- 1 UNITED KINGDOM. COMMONWEALTH RELATIONS OFFICE. *Swaziland, report, 1946-* . London, HMSO. Annual.
Reading list.
- 2 ARNHEIM, J. *Swaziland; a bibliography*. Cape Town, University, School of Librarianship, 1950. ii, 20, [5] p.
[See also United Kingdom territories, general; United Kingdom African territories, general.]

Legislative and policy documentation

Legislative works include those on legislation in general and on educational legislation in particular:

- 3 *Laws of Swaziland in force . . . 1949*. London, C. F. Rowarth [for Government of Swaziland], 1951. 4 vols.
Vol. 4 entitled *Laws of Transvaal . . . in force in Swaziland*.

- 4 *Swaziland legislation, 1949-* . Mbabane, Government Secretary. Annual.
- 5 *Proclamation no. 10 of 1940 (African)*.
Provides for the approval and registration of all schools, inspection by authorized officers and the submission of returns.
- 6 *Proclamation no. 31 of 1943 (The Swaziland public education proclamation)*.
Provides for the control of European schools.
- 7 *Proclamation no. 60 of 1951*.
Provides for the control of Eurafican schools.

For policy the next two works may be consulted:

- 8 *Five years development plan . . . 1955-1960*. Mbabane, The Secretariat, 1954. 70 p.
- 9 *Swaziland eight year development plan . . . 1948-1956*. Mbabane, The Secretariat, 1948. 105 p.

Administration of the educational system

See *World survey of education* [International sources 8] for a brief account of the education system.

Education is administered by the Government through the Education Department, the Director of Education being its chief executive officer.

The Board of Advice on African Education meets annually. In each of the six administrative districts a District Advisory Committee meets fairly frequently and acts as a link between the Education Department and the community. Most of the schools are controlled by mission societies and a large number are grant-aided by the Government. Government control is exercised by travelling inspectors.

The European schools are mostly government maintained. Each has a committee which sends representatives to the annual meetings of the school board.

The Central Advisory Committee on Eurafrican education meets annually. Each school has its own committee elected by the parents. Control is exercised by travelling education officers, but the schools are maintained by missions and are grant-aided.

For information on the administration of education, see

- 10 EDUCATION DEPARTMENT. *Annual report*. Mbabane. Commencing with the period 1955-57, full reports are issued every three years and summary reports in the intervening year.

Structure and organization

For Africans, elementary vernacular schools provide a four-year course, leading to a primary school of four years. At this stage, Standard VI, there is an examination which may lead to one of the following courses: secondary school course of five years; elementary vernacular teacher training course of two years; trade training course of two years; housecraft training course of two years. An examination at Standard VII level may lead to a two-year lower primary teacher training course. For entry into the higher primary teacher training two-year course,

students must pass the Junior Certificate examination, which is taken at the secondary schools.

All further courses are taken abroad.

Education is compulsory for all European children between the ages of 7 and 16. The primary course is of eight years, the secondary four years.

For Eurafrican children, a primary course of eight years is followed by a secondary course of two years.

Education associations

See *Teachers' associations* . . . [International sources 2].

There is also

- 11 THE ASSOCIATION OF SECONDARY SCHOOL HEADMASTERS

c/o Usuto Mission, Private Bag, Bremersdorp.

Established in 1959, this is a non-racial professional body recognized by the Education Department. Its representatives sit on examinations boards, syllabus committees, etc.

Educational journals

Teachers' associations . . . [International sources 2]. Includes information on the journals, newsletter, etc., published by the various associations.

There is also the

- 12 *African teachers' journal*. Mbabane. Quarterly. Compiled and distributed by the Department of Education; no information available about the date of first issue, but the journal is referred to in the *Annual report* of the Department [10].

Educational statistics

For educational statistics, see *Annual report* [10] of the Education Department.

Uganda

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Uganda; report*, 1946- . London, HMSO. Annual. Reading list.
- 2 THOMAS, H. B.; SCOTT, Robert. *Uganda*. London, Oxford University Press, 1935. xx, 559 p. Bibliography, p. 480-501.
- 3 SECRETARIAT LIBRARY. *Catalogue of books*, 4th ed. Entebbe, Government Printer, 1952. 77 p. *Yearbook and guide to East Africa* [Kenya 1].

[See also United Kingdom territories, general; and United Kingdom African territories, general.]

Legislative and policy documentation

Legislative works include a comprehensive collection of laws, as well as the education ordinance:

- 4 *Laws of the Uganda Protectorate, in force . . . 1951*, rev. ed. London. 9 vols.
Published for Government of Uganda Protectorate.
Laws of the Uganda Protectorate: ordinances and subsidiary legislation, 1951- . Entebbe, Government Printer. Annual.
- 5 *The Education ordinance, 1959*. Entebbe, Government Printer, 1959. 16 p. (No. 13 of 1959).

For policy, reference may be made first to older schemes and to reports on education—general, technical and teacher training:

- 6 *Outline scheme of development for African education, 1944-1954*, rev. ed. Entebbe, Government Printer, 1944. 47 p.
Accepts the right of every child to an adequate education and sets out ways of achieving this aim.
- 7 *African education in Uganda (de Bunsen report)*. Entebbe, Government Printer, 1953. 89 p.
- 8 *Memorandum by the Protectorate Government on the report of the African education committee*. Entebbe, Government Printer, 1953. 20 p.
- 9 *Technical and commercial education in Uganda*. Entebbe, Government Printer, 1954. 16 p.
- 10 *Development of African teacher training, secondary schools and the education of girls*. Entebbe, Government Printer, 1954. 50 p.
Development according to policy accepted in 1952 at the Cambridge Conference on African education [United Kingdom African territories, general 19].

More recent works include:

- 11 *Education in Uganda*. Entebbe, Government Printer, 1959. ii, 31 [16] p. (S.P. No. 2 of 1958/59).
Reviews primary and secondary education for all races; primary school teachers and their training; progress since de Bunsen report [7]; development proposals.
- 12 *A Review of community development policy*. Entebbe, Government Printer, 1957. 20 p. (S.P. No. 2 of 1957/58).
Community development policy is based on Sir Andrew Cohen's *Despatch No. 490/52, of 22nd July 1952*. 14 p.

For information concerning civil service personnel consult

- 13 COMMITTEE ON THE RECRUITMENT, TRAINING AND PROMOTION OF AFRICANS FOR ADMISSION TO THE HIGHER POSTS IN THE CIVIL SERVICE. *Final report, 1955*. Entebbe, Government Printer. 16 p.

See also:

EAST AFRICAN LITERATURE BUREAU. *Annual report* [Kenya 33].
Higher education in East Africa [Kenya 21].
Report of the fact-finding mission to study Muslim education in East Africa [Zanzibar 6].
Technical education and vocational training in East Africa . . . [Zanzibar 5].

Administration of the educational system

For a brief account of the educational system, see *World survey of education* [International sources 8].

The Director of Education is responsible to the Ministry of Education and Labour. The country is divided into four provinces with a senior Education Officer in charge of each. The Protectorate Government administers some primary, secondary and technical schools and three training colleges. Each province has a District Council which is responsible for government primary education, but schools are mainly voluntary and are grant-aided by the Government.

There is a report on education:

- 14 EDUCATION DEPARTMENT. *Annual report*. Entebbe, Government Printer.
Since 1955, summarized reports are published annually and full reports every three years. The last full report was for 1957.

Structure and organization

The accepted policy since 1957 is towards integration of races in the education system. African schools have a six-year primary course, followed by a two-year junior secondary course which leads, via an examination, to a four-year senior secondary course. Asian schools provide an eight-year primary course, followed by a four-year secondary course.

Teacher training, technical education and university education are available for suitably qualified pupils.

- Higher education is given in
- 15 **MAKERERE COLLEGE, THE UNIVERSITY COLLEGE OF EAST AFRICA**
PO Box 262, Kampala, Uganda.
Publishes a *Calendar* and an *Annual report*. This college draws students from the other territories of East Africa. [For a note on the inter-territorial provision of higher education in British East Africa, see Kenya 28.]

Educational studies and research

Research is carried out in:

- 16 **EAST AFRICAN INSTITUTE OF SOCIAL RESEARCH**
Makerere College, Kampala, Uganda.
A centre for African studies administered by the college. Publications include conference reports and special studies, mainly social and anthropological. Publications and papers are listed in *Annual report of Makerere College* [15].
- 17 **Faculty of Education, Makerere College.**
The Child Study Centre of the Faculty has a Nuffield Research Fellow working on the teaching of English in East African schools, and other members of the faculty staff are engaged in research. Annual progress reports are issued.

Textbooks and instructional materials

On this subject, a note on the East African Literature Bureau may be consulted [Kenya 32].

Zanzibar and Pemba

Reference works

- 1 **UNITED KINGDOM. COLONIAL OFFICE.** *Zanzibar: report, 1946-*. London, HMSO. Biennial from 1949-50. Reading list.
- 2 **HOLLINGSWORTH, L. W.** *Zanzibar under the Foreign Office, 1890-1913.* London, Macmillan, 1953. viii, 232 p. Bibliography, p. 222-4.
Yearbook and guide to East Africa [Kenya 1].

[See also United Kingdom territories, general; and United Kingdom African territories, general.]

Education associations

See *Teachers' associations* . . . [International sources 2].

Educational journals

See *An International list of educational periodicals* [International sources 3]. It is advisable to consult also *Teachers' associations* . . . [International sources 2] which, under each entry, mentions newsletters and similar publications issued by the various associations.

Educational statistics

For education statistics, see the *Annual report of the Education Department* [14].

Education libraries and museums

- Information regarding libraries may be found in
- 18 **TROWELL, K. M., comp.** *A Handbook of the museums and libraries of Uganda.* Kampala, Uganda Museum, 1957. 16 p. (Uganda Museum Occasional Paper 3).
The East African Literature Bureau [Kenya 32] is responsible for public library services in Uganda.

Legislative and policy documentation

Legislative works include:

- 3 *Education decree, 1958.* (No. 9 of 1959).
- 4 *Programme of social and economic development in the Zanzibar Protectorate for the ten-year period 1946 to 1955.* Zanzibar, Government Printer, 1946. 35 p. (S.P. 1 of 1946).
Education, p. 12-19.

For policy, refer to the documents below, given in chronological order:

- 5 *Technical education and vocational training in East Africa: report of a mission on behalf of the East African Government, October 1947*, by H. C. Weston and A. J. Ellis. London, Crown Agents, 1948. 27 p.
- 6 EAST AFRICA HIGH COMMISSION. *Report of the fact-finding mission to study Muslim education in East Africa*. Nairobi, Government Printer, 1958. viii, 23 p.
- 7 CONFERENCE ON MUSLIM EDUCATION, 1958. *Proceedings*. Nairobi, Government Printer, 1959. 40 p. Held under the auspices of the East Africa High Commission to discuss the report and proposals of the above [6]. *Higher education in East Africa* . . . [Kenya 21].

Reports of the committee on African education and other policy documents are published in

- 8 *Papers laid before the Legislative Council*. Zanzibar, Government Printer.
- The papers below are of particular importance:
- 9 'The Award of grant in aid to schools in Zanzibar' In: *Papers laid before the Legislative Council, 1950*, p. 47-54. (S.P. 14 of 1950).
—, *Amendments*. 25 p. In: *Papers laid before the Legislative Council, 1951*. (S.P. 10 of 1951).
 - 10 'Report on the present situation regarding the education of Africans in the Protectorate'. 26 p. In: *Papers laid before the Legislative Council, 1955*. (S.P. 2 of 1955).

Administration of the educational system

The Director of Education is chairman of the Education Advisory Committees for Zanzibar and Pemba, which are representative of all races and bodies interested in education. One member of the Legislative Council is also on each committee.

A senior education officer is in charge of boys' education and teacher training, while a superintendent of education is responsible for the education of women and girls.

An Indian education officer inspects Indian schools. Reports on education are issued:

- 11 EDUCATION DEPARTMENT. *Annual report, 1947-* . Zanzibar, Government Printer.
From 1955 published in summary form.
- 12 ——. *Triennial report, 1955/57-* . Zanzibar, Government Printer.

Structure and organization

For a brief account of education in Zanzibar, see the *World survey of education* [International sources 8].

Schools are run by the Government or are Indian or Christian Mission schools, which are grant-aided.

There is no compulsory education. All schools, except Koran schools, are open to members of all races, subject to language conditions.

The Koran, or infants', school is a one-year course. A primary school course of eight years follows, after which a competitive examination opens the way to a four-year secondary course. Teacher training can be taken in Zanzibar. For post-secondary courses, students go abroad either to Makerere College, Uganda, or the Royal College, Nairobi. University courses also are taken abroad either in the United Kingdom, India or Makerere.

Education associations

For education associations, see *Teachers' associations* . . . [International sources 2].

Educational statistics

For education statistics, see the Education Department's *Annual report* [11] and *Triennial report* [12].

United Kingdom Asian territories

Aden

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Report on Aden, 1946-47*. London, HMSO. Biennial. Reading list.
- 2 *Port of Aden annual, 1949-*. Aden Port Trust, 1949-
- 3 *Aden Colony and Protectorate*. Aden, Information Office, [1951]. [9], 33, [10] p.

[See also United Kingdom territories, general.]

Legislative and policy documentation

Major legislative and policy documentation is:

- 4 *The Education Ordinance, 1952*. Aden, Government Printer, 1952. [13] p. (Legal supplement no. 1 to the Aden Colony extraordinary gazette no. 59 of 31 December 1952).
Among other things, the ordinance provides for the establishment of an Advisory Council on Education.
- 5 *Educational grants-in-aid*. Aden, The Secretariat, 1950. 13 p. (S.P. 2 of 1950).
- 6 *Development plan, 1955-1960*. Aden, Government Press, 1956. iv, 50 p.

Administration of the educational system

For a brief account of the educational system, see *World survey of education* [International sources 8].

The Aden Colony Department of Education tries to co-ordinate education through the whole terri-

tory. A European education officer in the Protectorate, under the Director of Education, is responsible for the education of European children. Since 1953 there has been an Advisory Council on Education.

There are British agents for the Eastern Aden Protectorate at Mukalla and for the Western Aden Protectorate at Aden, who have responsibility for education in their respective territories.

The Department of Education in the Colony tries to provide primary and secondary education for all boys and girls. Scholarships are available for higher education abroad.

Teacher training is taken in the Colony.

The Education Department issues an annual report. Commencing with 1955/57, a full report is issued triennially and summary reports in the intervening years.

Structure and organization

Government schools provide four years of primary education; then a selective examination leads to a three-year intermediate course. After this, another selective examination takes the student to a four-year secondary course. Only primary education is free.

The technical college is available for higher education. University courses are taken abroad.

Educational journals

See *An International list of educational periodicals* [International sources 3].

Brunei

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Brunei, report, 1946-*. London, HMSO. Annual.
[See also United Kingdom territories, general.]

Legislative and policy documentation

The principal legislative material for Brunei is indicated below:

- 2 *School attendance enactment, 1939*. (Chap. 56 of the Laws of Brunei 1952).
Education is compulsory for male children between the ages of 7 and 14, unless the school is more than two miles away.
- 3 *General regulations for schools, 1939*.
Continued in force by:
- 4 *Education enactment, 1952*. (Chap. 55 of the Laws of Brunei 1952).
Amends and consolidates laws relating to schools other than those wholly maintained or controlled by the Government.
- 5 *Proposed development plan for the Education Department, 1954-60*. Kuala Belait, Brunei Press, 1954. 24 p.
Text in English and romanized Malay.
- 6 'Development plan for education (1954-59)'. In: *Triennial report, 1955-57*, p. 12-29.

Administration of the educational system

For an outline of the educational system, see *World survey of education* [International sources 8].

Administration of the whole state is centralized at the Head Office, Brunei Town. The chief administrator is the State Education Officer, who is a Deputy Director of Education, seconded from Sarawak. The High Commissioner for Brunei is advised on educational matters by the Director of Education, Sarawak, and there is close liaison between the two Education Departments.

An Advisory Committee on Education, established in 1955, meets three times a year and submits resolutions to the Government.

Hong Kong

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Hong Kong annual report, 1946-*. Hong Kong, Government Printer; London, HMSO.
Includes a chapter on education and summary statistics; the 1960 issue includes also a general bibliography.
- 2 *Hong Kong almanack and directory, 1946-*.
- 3 INGRAMS, Harold. *Hong Kong*. London, HMSO, 1952. 1,570 p.
- 4 *List of government publications*. Hong Kong, Government Printer. Quarterly.

[See also United Kingdom territories, general.]

The principal administrative material is:

- 7 EDUCATION DEPARTMENT. *Annual report*. Kuala Belait, Government Printer.
From 1955 entitled *Annual summary; statistics, present position*.
- 8 ——. *Triennial report, 1955/57-*. Kuala Belait, Government Printer.

Structure and organization

There are government primary vernacular (Malay) schools, which give a six-class course. The government secondary schools use English as the medium of instruction. There are also government assisted mission schools (English) and Chinese (Mandarin) schools.

Textbooks and instructional materials

The Literature Bureau assists and encourages production and distribution of books.

See also *Proposed development plan*... [5].

Education associations

One association may be noted:

- 9 BRUNEI MALAY TEACHERS' ASSOCIATION
Secretary General, Brunei.

Educational statistics

For education statistics, see the *Annual report* [7] and *Triennial report* [8] of the Education Department.

Legislative and policy documentation

For legislation, see:

- 5 *Education ordinance, 1952*. (No. 33 of 1952). 1958 reprint with amendments. Hong Kong, Government Printer, 1958. 80 p.
The Director of Education is in charge of all educational matters; a Board of Education is set up to advise the Governor; schools and teachers are to be registered.
- 6 *University ordinance, 1958*. (No. 13 of 1958). Hong Kong, Government Printer, 1958. 24 p. (Ch. 319 of the *Laws of Hong Kong*).
Replaces the *University ordinance, 1911*.

Policy documentation includes:

- 7 FULTON, J. S. *The Development of post-secondary colleges in Hong Kong*. Hong Kong, Government Printer [1960]. 21 p.
A survey of the post-secondary colleges, advising on the raising of standards so the colleges may qualify to become part of a new university, which will teach through the medium of Chinese.
- 8 JENNINGS, Sir I.; LOGAN, D. W. *A Report on the university of Hong Kong*. Hong Kong, Cathay Press, 1953.
- 9 *A Report on government expenditure on education in Hong Kong 1950*, by N. G. Fisher, with the views of the Board of Education and the government's decisions thereon. Hong Kong, Government Printer, 1950. 59 p.
A survey of government expenditure, excluding the university, and recommendations of any necessary changes. Includes the Director of Education's draft 10-year plan.
- 10 *Report of the Committee on Higher Education*. (Chairman: J. Keswick). Hong Kong, Government Printer, 1952. vii, 74 p.
Deals with higher education, which starts after the attainment of at least school certificate standard. Includes technical education at university level and post-secondary commercial education, except basic secretarial techniques.
- 11 TECHNICAL EDUCATION INVESTIGATING COMMITTEE. *A Report on technical education and vocational training in Hong Kong*. 1953. 170 p. Cyclostyled.
An investigation of technical education, except that at university level, and recommendations for improvement.

Administration of the educational system

For an outline of the educational system, see *World survey of education* [International sources 8].

Under *Education ordinance, 1952* [5] the Director is responsible for all educational matters. Government schools come under the direct control of the Education Department; schools for HM Forces, religious schools and St. Stephen's College, Stanley, are exempt from this control.

Reports are issued:

- 12 EDUCATION DEPARTMENT. *Annual report*. Hong Kong, Government Printer.
Statistics, general and historical survey, etc. From 1955 published as summary report.
- 13 ——. *Triennial survey, 1955/58*. Hong Kong, Government Printer.

Structure and organization

The schools are divided into government, grant-aided, subsidized and private. There are also language divisions—Chinese, Anglo-Chinese, English.

The primary course is of six years, the average age groups being from 6 to 12.

The secondary course, either grammar or technical, is up to seven years in length, from the ages of 12 to 19. Teacher training courses are available at the University of Hong Kong or at training colleges.

Higher education is available at the University of Hong Kong or at one of the post-secondary colleges [7].

For further information, it is useful to consult:

- 14 EDUCATION DEPARTMENT. *Handbook and syllabus*. Hong Kong, Government Printer, 1960.
- 15 BERRIEN, Marcia T.; BORENDSOHN, Robert D. *Education in Hong Kong*. Washington, D.C., U.S. Office of Education, Division of International Education, 1960. 40 p. (Studies in comparative education).
Deals chiefly with secondary and higher education and the examination system. Includes a good bibliography of recent publications and a list, with addresses, of secondary schools.

Educational studies and research

Research is undertaken by:

- 16 HONG KONG UNIVERSITY EDUCATION SOCIETY
Hong Kong.
Results are published in *Hong Kong journal of education* [21].
- 17 DEPARTMENT OF EDUCATION
University of Hong Kong, Hong Kong.

Textbooks and instructional materials

The Standing Committee on Syllabuses and Textbooks approves and publishes all textbooks.

Visual aids and other free literature are supplied by the Government Public Relations Office, the British Council and the United States Information Agency.

A list of films has been produced:

- 18 EDUCATION DEPARTMENT. *Catalogue of films and film strips*. Hong Kong, Government Printer, 1959. Processed.

Education associations

See *Teachers' associations* . . . [International sources 2].

There are also

- 19 NORTHCOTE TRAINING COLLEGE PAST STUDENTS' ASSOCIATION
Bonham Road, Hong Kong.
- 20 GRANTHAM TRAINING COLLEGE PAST STUDENTS' ASSOCIATION

Educational journals

See *An International list of educational periodicals* [International sources 3].

There is also

- 21 *Hong Kong journal of education*, 1926- . Hong Kong University Education Society. Annual.
Ceased publication for 12 years and reappeared in 1954 with no. 12.

Educational statistics

See *Annual report* [12] and *Triennial survey* [13] of the Education Department.

North Borneo

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Report on the Colony of North Borneo, 1947-* . London, HMSO. Annual. Reading list.
- 2 TREGONNING, K. G. *North Borneo*. London, HMSO, 1960. xiii, 272 p. Reading list.
[See also United Kingdom territories, general.]

Legislative and policy documentation

For legislative documentation, see:

- 3 *North Borneo education ordinance, 1954*.
This ordinance provided for the establishment of an Advisory Committee for Education and for the registration of schools.
- 4 *North Borneo education (amendment) ordinance* (no. 16 of 1956).
The 1956 ordinance established a Board of Education which superseded the Advisory Committee for Education.

Education biography

Two works may be consulted for biographical data:

- 22 *Asia who's who*. Hong Kong, Pan-Asia Newspaper Alliance, 1957- . Annual.
Biographical sketches of people judged to be outstanding in Asia. Arrangement by country, Alphabetical index.
- 23 *Hong Kong who's who, 1958-1960*. Hong Kong, Rola Luzzatto [1959]. 288 [20] p.

Education libraries and museums

The following are of interest for education collections: Education Department Library, British Council Library, University Library, Fung Ping Shan Library, U.S. Cultural Centre Library and the Mencius Foundation.

The Hong Kong Junior Chamber of Commerce has established libraries, especially for children in outlying areas. All secondary schools and training colleges have library facilities.

For policy information, the following may be consulted:

- 5 ELLISON, E. W. *Reconstruction and development plan for North Borneo, 1948-55*. [1948]. ii, 128, [15] p.
- 6 WOODHEAD, E. W. *North Borneo educational survey*. Jesselton, Government Printer, [1956]. 59 p.
A survey of the educational system with recommendations for development.
- 7 *Educational policy and finance*. Jesselton, Government Printer, 1955. 9 p. (Council paper no. 11 of 1955).
The government statement of action following the Woodhead report [6].

Administration of the educational system

For an outline of the educational system see *World survey of education* [International sources 8].

A Board of Education was set up in 1956 under *Education (amendment) ordinance 16/56* [4] to co-ordinate all education activities.

The Colony is divided into 15 areas, each with its own Local Education Committee.

Reports on education are issued:

- 8 EDUCATION DEPARTMENT. *Annual report*. Jesselton, Government Printing Department.
From 1955 published as a summary report.
- 9 ——. *Triennial survey, 1955/57-*. Jesselton, Government Printing Department.

Structure and organization

A primary course of six years is given in Government, Mission or Chinese schools.

Secondary courses of three, five or six years lead to technical or teacher training courses. Any other forms of higher education have to be taken abroad.

Sarawak

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Report on Sarawak, 1947-*. London, HMSO. Annual.
Also published at Kuching, Government Printing Office. Includes a general bibliography and a chapter on education.
- 2 *Handbook of Sarawak*. Kuching, Government Printing Office. Annual.
- 3 *Information on Sarawak*. Kuching, Borneo Literature Bureau [1960]. 178 p.
Compiled by Sarawak Information Service. Includes education statistics and a general bibliography of official and non-official publications.

[See also United Kingdom territories, general.]

Legislative and policy documentation

For legislative information, see

- 4 *Education ordinance, 1950: the Grant code regulations, 1956*. Kuching, Government Printing Office, 1958. 12 p.

Textbooks and instructional materials

Education Department Officers have written textbooks on history and geography for social studies courses.

Shell Company produces free picture sheets, also road safety lesson equipment.

The Borneo Literature Bureau [Sarawak 9], sponsored by Sarawak and North Borneo, publishes textbooks not available from outside sources, particularly books with a local background.

Educational statistics

For educational statistics, see *Annual report* [8] and *Triennial survey* [9] of the Education Department.

Education libraries and museums

A reference and lending library is maintained at the headquarters of the Education Department. Small libraries have been established by the Information Office at Jesselton, Sandakan and four other centres.

This ordinance, which concerns the registration of schools, managers and teachers, was amended in 1955 to provide for the formation of an Advisory Committee on Education.

Other related legislation may be traced in the collected and annual volumes of the *Laws of Sarawak* and in the *Sarawak government gazette*. The latest revised edition of the laws was issued in 1958.

For policy information, see:

- 5 McLELLAN, D. *Report on secondary education, 1959*. Kuching, Government Printing Office, 1960. 63 p.
Discusses the political difficulties of the Chinese medium schools, the need for adapting secondary education to children's needs, better teaching of English, general improvement in curriculum and teaching methods, etc.
- 6 WOODHEAD, E. W. *Report upon financing of education and conditions of service in the teaching profession in Sarawak*. Kuching, Government Printing Office, 1955. 61 p.
A survey of the educational system and recommendations for future development.

Administration of the educational system

For an outline of the educational system, see *World survey of education* [International sources 8].

The Director of Education, who is responsible for all education policy, is helped by an advisory committee. The head office is at Kuching, with four divisional offices, each in charge of an Education Officer. There is close liaison with the Education Department of Brunei.

The Department issues:

- 7 EDUCATION DEPARTMENT. *Annual report*. Kuching, Government Printing Office.
From 1955 entitled *Annual summary*.
- 8 ——. *Triennial survey, 1955/57-*. Kuching, Government Printing Office.

Structure and organization

The full primary school course lasts six years: four years lower primary, two years higher primary. Secondary school courses are divided into junior secondary and senior secondary. Education is voluntary and schools are run by local government, missions, or Chinese boards of management. Some native primary schools are run by village committees. Any higher education, except some teacher training, is taken overseas.

Singapore

Reference works

- 1 *Catalogue of government publications*, January 1948-. Singapore, Government Printing Office, 1949-.
- CHEESEMAN, H. A. R. *Bibliography of Malaya* [Malaya 2].
- 2 *Directory of the State of Singapore, 1960-61*. London, Diplomatic Press and Publishing Co., 1961. Includes a trade index and a biographical section, 'Who's who in Singapore', p. 151-60.
- 3 'Memoranda of books registered in the catalogue of books printed at Singapore'. Quarterly. In: *Singapore government gazette*.

Textbooks and instructional materials

Reference may be made to the

- 9 BORNEO LITERATURE BUREAU
Kuching, Sarawak.
Sponsored by Sarawak and North Borneo. Among its publishing activities, the bureau produces textbooks not available from outside sources, particularly books with local background, or adapted to local conditions.

Educational statistics

Statistics have been issued officially:

- 10 EDUCATION DEPARTMENT. *Statistics of schools and enrolment, 1955-1958*. Kuching, Government Printer, 1958. 54 p.
See also *Annual report* [7] and *Triennial survey* [8] of the Education Department.

Education libraries and museums

For an outline of library development, see *Triennial survey, 1958/60* of the Education Department [8].

A principal library is

- 11 SARAWAK LIBRARY
Kuching.
The central government library, administered by the Education Department since 1958, has over 30,000 volumes in Malay, Chinese and English. The English section, which includes 5,000 children's books, maintains a valuable collection of books on Borneo. A postal service for outlying stations is run from the library.

- 4 UNITED KINGDOM. COLONIAL OFFICE. *Singapore report, 1946-*. London, HMSO; Singapore, Government Printing Office. Annual.
A reading list.

Legislative and policy documentation

Legislation—general and special—is covered by:

- 5 *Laws of Singapore*, ed. of 1955. Singapore, Government Printer, 1953. 8 vols.
—-. *Supplement, 1956-*. Annual.
- 6 *Education Ordinance 1957. (No. 45 of 1957)*. Singapore, Government Printer, 1957. 36 p.

Provides for the registration of schools. The Director of Education has been given wider powers, subject to appeal to the Minister or Appeals Board.

The seven references following outline policy:

- 7 DEPARTMENT OF EDUCATION. *Education policy in the Colony of Singapore: ten years programme*. Singapore, Government Printer, 1948. 50 p.
- 8 ——. *Ten year programme: data and interim proposals, 1950*. Singapore, Government Printer, 1949. 132 p. [and] *Supplement*.
- 9 *Report of the Committee on a polytechnic institute for Singapore* (Chairman: E. H. G. Dobby). Singapore, Government Printer, 1953. 56 p.
- 10 GIBSON, A. W. *Singapore polytechnic report*. Singapore, Government Printing Office, 1954. 19 p.
A report on the detailed planning of the proposed polytechnic.
- 11 *Report of the all-party Committee on Chinese Education* (Chairman: Chew Swee Kee). Singapore, Government Printer, 1956. ii, 76 p.
- 12 *Report of the select committee on the Education Bill*. Singapore, Government Printer, 1957. 281 p. (S.P. no. L.A. 19 of 1957).
- 13 *School building expansion in Singapore and the training of primary teacher training staffs*. Singapore, Government Printing Office, 1957. 10 p.

Universities are dealt with in:

- 14 *Report of the Nanyang University Commission* (Chairman: S. L. Prescott). Singapore, Government Printer, 1959.
- 15 *Report of the Nanyang University Review Committee* (Chairman: Gwee Ah Leng). Singapore, Government Printer, 1960. 44 p. (Misc. no. 1 of 1960).

[See also Federation of Malaya 19-24.]

Administration of the educational system

For an outline of the educational system, see *World survey of education* [International sources 8].

The Ministry of Education controls all education. On the administrative side the Minister is assisted by a permanent secretary, and on the professional side by the Director of Education and the Inspector-ate.

The Director of Education is assisted by the Education Finance Board and the Educational Advisory Council.

Reports are issued at both Department and Ministry levels:

- 16 DEPARTMENT OF EDUCATION. *Annual report, 1946-* . Singapore, Government Printer.
From 1955, there have been summary reports only.
- 17 MINISTRY OF EDUCATION. *Education triennial survey, 1955/57-* . Singapore, Government Printer, 1959- .

Structure and organization

The Government accepts the responsibility of providing free primary education which may be taken in any of the following forms: government schools—English, Malay or Chinese; government-aided schools—English, Chinese or Tamil.

There are also private schools, mainly English or Chinese. These are not aided by the Government, but parents are given a subsidy towards the fees.

Although secondary schools are mainly academic, the demand is growing for secondary technical and commercial schools [see in this connexion 9 and 10]. One of the former was opened recently:

- 18 SINGAPORE POLYTECHNIC
Prince Edward Road, Singapore, 2.
Opened in 1958. Issues an annual report, including statistics, and a
Prospectus, 1958- .

Teacher training courses are available in Singapore, and students wishing to proceed to courses in higher education may enter the University of Malaya or Nanyang University, both of which are described below.

- 19 NANYANG UNIVERSITY
Singapore.
Founded in 1953 to provide higher education for students from Chinese secondary schools. Incorporated by ordinance in 1959. [See also 14 and 15.]
- 20 UNIVERSITY OF MALAYA IN SINGAPORE
Cluny Road, Singapore, 10.
Established in 1959 as a division of the University of Malaya.

See also the chapter on the Federation of Malaya [Malaya 19-23, 27] and *Commonwealth universities yearbook* [International sources 1].

Educational studies and research

Educational research is conducted at

- 21 SCHOOL OF EDUCATION
University of Malaya in Singapore, Cluny Road, Singapore.
- 22 TEACHERS' TRAINING COLLEGE
Singapore.

Educational theses are listed in the catalogue of the library of the University of Malaya in Singapore.

Research undertaken by the various teachers' associations is listed under their names in *Teachers' associations* . . . [International sources 2].

Textbooks and instructional materials

All local publications, including textbooks, are listed in 'Memoranda of books . . .' [3].

The Ministry of Education also issues annually a list of recommended textbooks.

This type of material is included also in CHEESEMAM, H. A. R. *Bibliography of Malaya* [Malaya 2].

Educational journals

Articles from journals are listed in

- 23 LONDON UNIVERSITY. SCHOOL OF ORIENTAL AND AFRICAN STUDIES. LIBRARY. *The Far East and South-East Asia: a cumulative list of periodical articles*, May 1954- . London.
See also the chapter on the Federation of Malaya [34 and 35].
Singapore education periodicals include:
- 24 *Education journal*, 1960- . Singapore, Education Society, University of Malaya in Singapore. Annual.

- 25 *Pendidek* (The educator), 1961- . Singapore, Singapore Teachers' Union. Biennial.
- 26 *Suaru guru* (Teachers' voice), 1947- . Singapore, Singapore Malay Teachers' Union. Quarterly.
- 27 *The Teacher*, 1959- . Singapore, Singapore Teachers' National Congress. Monthly.
- 28 *Teachers' forum*, 1957- . Singapore, Singapore Teachers' Union. Irregular.

Newsletters and similar periodicals issued by the various teachers' associations are listed under the associations' names in *Teachers' associations* . . . [International sources 2].

Educational statistics

Statistics are given in the Ministry of Education's *Annual report* [16] and *Education triennial survey* [17].

Education biography

A good reference for biography is

- 29 *Who's who in Malaya and Singapore*. Irregular: latest edition, 1959-60. [See also 2.]

Education libraries and museums

Libraries of importance in education are those of Nanyang University [19], Teachers' Training College [22] and the University of Malaya in Singapore [20]. The national library should also be mentioned:

- 30 RAFFLES NATIONAL LIBRARY
Singapore.

Depository for the State Archives and for books and other publications printed in Singapore. Also functions as a free public library. Its collection includes works in Chinese, Tamil and Malay, in addition to English.

United Kingdom Atlantic and Caribbean territories

Bahamas

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Bahamas: report, 1946-*. London, HMSO. Biennial. Reading list.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

For legislative information, the reader should consult:

- 2 *Statute laws of the Bahamas Islands . . . in force January 1957*, rev. ed. Published by the Government of the Colony, 1957.
- 3 *Primary education act, 1908*. (Ch. 233).
This act is still in force, subject to minor amendments. Upper limit for compulsory education was raised to 14.
- 4 *Secondary education act, 1926*. (Ch. 234).
'An act to encourage and assist secondary education in the Colony.'
- 5 *Secondary school act, 1927*. (Ch. 235).
A special act for the Government High School.
- 6 *Industrial schools act, 1928*. (Ch. 236).

Administration of the educational system

For a short account of the educational system see *World survey of education* [International sources 8].

The Board of Education is responsible for all edu-

cation except that given in the secondary schools, which are under separate acts. The Director of Education is technical adviser to the board. The government secondary school is controlled by His Excellency the Governor-in-Council, with the advice of a secondary school committee. All other secondary schools are controlled by religious denominations, or privately.

There is no form of higher education, except various continuation classes, mainly of a vocational or technical nature.

- 7 BOARD OF EDUCATION. *Annual report*. Nassau.
From 1955 full reports are prepared every three years, and summary reports in the intervening years.

Structure and organization

The school system is divided into preparatory, for ages 6-8 years; junior schools, 8-11 years; senior schools, 11+ (4 grades) which lead to pupil teaching, in-service teacher training, technical schools and the government high school.

From the government high school pupils may proceed to universities, teacher training, and technical colleges overseas.

Educational statistics

Statistics are available in the *Annual report* of the Education Department [7].

Bermuda

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Bermuda: report, 1946-*. London, HMSO. Biennial. Reading list.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative material includes:

- 2 *Public acts of the legislature of the Islands of Bermuda, 1620 to 1952*. Bermuda, Government Printer, 1953.
5 vols.
Followed by annual volumes.

- 3 *Education Act, 1954.*
Embodies Schools Act, 1949 and provides for the general administration of education to be vested in a Board of Education which advises the Governor on all educational matters.
- 4 *Junior training schools act, 1959.*
Vests control of the junior training centres in a governing body appointed by the Governor-in-Council.

Administration of the educational system

For a short account of the educational system, see *World survey of education* [International sources 8].

The general administration of education is vested in the Board of Education, which advises the Governor on all educational matters. The Director is the official adviser and chief executive officer of the board.

There are two types of schools: 'vested' schools, which are managed by local committees or governing bodies and are grant-aided, and 'non-vested' schools, which are administered directly by the Board of Education.

- 5 BOARD OF EDUCATION. *Annual report, 1923-*
Hamilton.

Structure and organization

Education is compulsory from 7+ to 12 years. Pupils enter the primary school at 5+, and at 11-12 years may proceed to secondary schools, either with Board of Education scholarships, or by the payment of fees.

British Guiana

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *British Guiana: report, 1946-*. London, HMSO. Annual. Reading list.
- 2 BIBLIOGRAPHY COMMITTEE. *Bibliography of British Guiana*, compiled by Vincent Roth. [Georgetown], 1948. 620 p. Mimeographed.
- 3 SWAN, Michael. *British Guiana; the land of six peoples*. London, HMSO, 1957. xv, 224 p.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]
- 4 *The Laws of British Guiana in force on the 1st day of July 1953*, rev. ed. London, Waterlow, 1954. 11 vols.
Followed by annual publications.
- 5 *Education ordinance 1939*. (Chapter 196).
Control of education, establishment of an education committee.
- 6 *Education ordinance (amendment) 1956*. No. 43 of 1956.
Expansion of education committee.

Several policy documents may be consulted:

- 7 PRIMARY EDUCATION POLICY COMMITTEE. *Report... 1951-1952*. (Chairman: J. L. Nichol). Georgetown, 1952. [ii], 47 p.

There are also secondary practical schools which normally provide a three-year course (with an optional two-year extension) from the age of 13.

Higher education is taken abroad except for the university summer courses, which are run with the co-operation of Queen's University, Kingston, Ontario. The university sends lecturers to Bermuda each summer and these courses, plus extra-mural courses, enable students to qualify for a degree.

Education associations

See *Teachers' associations* . . . [International sources 2], which includes information on research undertaken by the Bermuda Union of Teachers and the Teachers' Association of Bermuda, and notes the journals published by these associations.

Educational statistics

Statistics are included in the *Annual report* [5] of the Board of Education.

Education libraries and museums

- 6 BERMUDA LIBRARY

Hamilton.

The National Library, with adult and children's departments, and a distribution service to schools. It was enlarged in 1957, and now accommodates the collection of the Bermuda Historical Society.

- 8 *Secondary education . . . May 1957*. [Georgetown, Government Printer], 1957. Various paginations. (Legislative Council Paper no. 9/1957).

Integration of the existing government secondary grammar schools with the national education system. Includes 'Memorandum on secondary education, 1957', prepared by the Education Department. 29 p.

- 9 WEST INDIES. UNIVERSITY COLLEGE; BRITISH COUNCIL. *Adult education in British Guiana*; a symposium held at the Public Free Library, Georgetown, 9-11 March 1957.

Two successive development programmes are:

- 10 *Development programme, 1955-1960*. Georgetown, 1956. 41 p. (Legislative Council Paper no. 8 of 1956).
- 11 *Development programme, 1960-1964*. Demerara, Government Printer, 1959. 51 p. (S.P. no. 5/1959).

Administration of the educational system

For a short account of the educational system see *World survey of education* [International sources 8].

The Minister of Community Development and Education, who is responsible for educational policy, is advised on policy by an education committee and on technical matters by the Director of Education.

There is an annual report on education:

- 12 EDUCATION DEPARTMENT. *Annual report*. Georgetown. Commencing 1954-57, full reports (entitled *Triennial reports*) are issued every three years, and summary reports in the intervening years.

Structure and organization

Primary education is compulsory and free from the ages of 6 to 14. Elementary schools offer an eight-year course from the age of 6.

British Honduras

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *British Honduras; report, 1946- .* London, HMSO. Annual. Reading list.
- 2 CAIGER, Stephen L. *British Honduras, past and present*. London, Allen & Unwin, 1951. 240 p. Bibliography, p. 236.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

There are annual scholarships for the grammar schools, where the age range is 8-19 years. Going on from this level, there are openings at the government training college for teachers, technical institute for boys, trade school for girls, and for university training abroad.

Education associations

Associations are listed in *Teachers' associations . . .* [International sources 2]. There is also

- 13 ADULT EDUCATION ASSOCIATION OF BRITISH GUIANA. Established in 1958.

The oldest association is described in

- 14 BUNYAN, G. H. A. *History of the British Guiana Teachers' Association, 1884-1944*. Georgetown, Daily Chronicle, 1946.

Educational journals

Journals published by the various teacher associations are given, under the names of the associations, in *Teachers' associations . . .* [International sources 2].

Educational statistics

Statistics are included in the Education Department's *Annual report* [12].

Education libraries and museums

There is a library in the government technical institute, and also a central library for teachers (housed in the government training college for teachers) with five branch libraries.

Legislative and policy documentation

Following [3-11] are references on legislation, both general and educational:

- 3 *Laws of British Honduras in force . . . 1958* [and index], rev. ed. Belize, Honduras, published for Government of British Honduras, 1960. 6 vols.
- 4 *Ordinances of British Honduras, 1958- .* British Honduras, Government Printing Department.

- 5 *Compulsory education ordinance. (No. 1 of 1915).*
The Governor may declare any area to be a compulsory attendance area. Age limits are 6-14.
- 6 *Education ordinance, 1926. (No. 14 of 1926).*
This is still the main ordinance. It established a Board of Education empowered to use money voted by the Legislature for education; this board may make rules and regulations.
- 7 *Education (amendment) ordinance, 1935.*
Provided for the enlarging of the Board of Education.
- 8 *Education (amendment) ordinance, 1943. (No. 9 of 1943).*
Makes provision for closer control of private schools in compulsory education areas.
- 9 *British Honduras scholarship ordinance. (No. 7 of 1944).*
Provides for the award of university scholarships in alternate years. It should be noted that since 1951 annual scholarships have been awarded.
- 10 *Board of Education (amendment) rule, 1945.*
Introduced a revised and less academic curriculum into primary schools.
- 11 *Board of Education rules, 1947. (Statutory rules and orders, no. 33 of 1947).*

A Commission on Secondary Education, appointed in 1945, recommended in its report submitted in 1947 that the number of pupils receiving an academic education should be limited, that a 'practical' secondary school with a scientific and vocational bias should be established, that existing schools should be grant-aided and that scholarships to the University College of the West Indies should be provided.

Administration of the educational system

For a short account of the educational system see *World survey of education* [International sources 8].

The administration of education is the responsibility of the Board of Education and the Department of Education. The Director of Education is not a member of the board, but acts as its secretary and adviser. The board has executive powers and advises the Government on educational matters, mainly those dealing with primary schools.

Reports on education are issued*

- 12 EDUCATION DEPARTMENT. *Annual report.* Belize, Government Printer.
Since 1955 full reports have been prepared every three years and summary reports in the intervening years.

Structure and organization

There are primary classes for children from 5 to 16 years old in all-age elementary schools, which are mainly aided schools. Compulsory education, from 6 to 14 years inclusive, is generally enforced wherever a school is available.

At 12-14 years of age, children may go with scholarships or by payment of fees to either secondary schools, which are unaided, or to the Government Technical High School. The secondary school course is from 11-19 years.

Children who leave at the end of the primary course may become pupil teachers, take Teachers' Certificate examinations and eventually go to training colleges.

University courses are taken overseas.

Education associations

See *Teachers' associations* . . . [International sources 2]. Entries include information about the journals published by the various associations.

Educational journals

- 13 *The Teacher's monthly*, 1948- . Belize, British Honduras Federation of Teachers. Monthly.

Educational statistics

Statistics are included in the Education Department's *Annual report* [12].

Education libraries and museums

- 14 JUBILEE PUBLIC LIBRARY
Bliss Institute, Belize.
A central library with a circulating book box service for out-lying districts.

British Virgin Islands

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *British Virgin Islands: report, 1955-56*. London, HMSO. Biennial. Reading list.
—, —. *Leeward Islands, report* [Leeward Islands: Antigua 1].
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

A committee to review the education system was set up in 1956 and presented its report in 1957. Its recommendations, summarized in the Education Department's *Report 1958*, were formally adopted in 1958. Implementation began in 1959. The primary education code of 1926 was definitely superseded by regulations contained in

- 2 *Education ordinance 1955. No. 11 of 1955*.
Repeals the Elementary Education Act 1925 (Cap. 86 of Federal Acts of the Leeward Islands 1927) which provided for a Board of Education with consultative functions only. Administration of education is now to be carried out by a board on which the Government, the Legislature and the religious denominations are represented. Contains regulations in respect of secondary, primary and community schools.

Administration of the educational system

The education system is managed, under the Administrator, by a Board of Education which advises the Government on all questions of policy, and by an Education Officer who is responsible for the implementation of policy, the inspection of schools, etc.

A Primary Schools Commission deals with staff management and discipline.

Falkland Islands

Major documentation on the Falkland Islands in general and on educational legislation and administration is noted below.

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Falkland Islands, report, 1947-*. London, HMSO. Reading list.

A Secondary School Committee deals with the general administration of the secondary school.

A report on education is issued:

- 3 EDUCATION DEPARTMENT. *Annual report*. Antigua, Government Printing Office.
Commencing 1955, full reports are published every three years and summary reports in the intervening years.

Structure and organization

The schools, which are mainly denominational, are controlled by managers, but are grant-aided and inspected. There is a move towards reorganizing them into infant, primary and post-primary departments.

Primary schools enrol pupils from 5-15 years; admission to the secondary school is between the ages of 11 and 14½. The age range of the secondary school is 11-19 years.

Education associations

See *Teachers' associations* . . . [International sources 2] under the heading, 'Federation of the West Indies'.

Educational statistics

For education statistics, see *Annual report* [3] of the Education Department.

Education libraries and museums

The Library Services Committee forms part of the education service. It also conducts adult education classes. There is a general library:

- 4 Public Library, Road Town.

- 2 CAWKELL, M. B. R., *et al. The Falkland Islands*. London, Macmillan, 1960. xii, 252 p.
Bibliography, p. 232-44; chapter on education, p. 132-50.
- 3 *Education ordinance, 1947*.
Provides for the establishment by 1949 of free education up to the school leaving age. Parents must have children educated

if any provision is available. From 1948 the Government is responsible for all education.

- 4 EDUCATION DEPARTMENT. *Annual report*. Stanley, Government Printing Office.

Includes statistics. From 1955, a full report is issued triennially and a summary report in intervening years.

An account of the educational system is given in the *World survey of education* [International sources 8].

All schools are maintained by the Governor and administered by the Superintendent of Education, who also acts as Inspector of Schools.

In Stanley, children begin infants' school at 5, transfer to primary school between the ages of 7 and 8 and remain there until they are 14. Education is compulsory to the age of 14 and provision is made for voluntary extension to 16.

Outside Stanley, boarding schools are provided where children start at 7 and remain until 14. Children between 5 and 14 who do not go to boarding schools receive some education from travelling teachers.

There are no teacher training, technical or vocational courses.

Federation of the West Indies: general

Reference works

- 1 ALCALA, V. O., comp. *A Bibliography of education in the Caribbean*. Trinidad, Caribbean Commission, Central Secretariat, 1959. ix, 144 p.
In three sections, with an author and subject index. Indexes journal articles, p. 1-80. Covers instructional material related to the Caribbean, p. 81-107; and educational serials edited in the Caribbean, p. 108-24, including official reports and periodicals dealing with education. Where possible, shows the location of material. Part II, which is in the course of preparation, will deal with legislation on education.
- 2 AYERST, M. *The British West Indies*. London, Allen and Unwin, 1960.
Bibliography: p. 243-8.
- 3 *The British Caribbean, who, what, why, 1955-56*. Glasgow, Ball and Bain.
Edited and published by Lloyd Sydney Smith.
- 4 *Current Caribbean bibliography*, vol. 1, June 1951- . Port of Spain, Caribbean Commission, 1951- . Annual.
- 5 EVANS, P. C. C. *A Selective bibliography on rural and agricultural education (with particular reference to the West Indies)*. 1957. 14 p. Cyclostyled.
- 6 WEST INDIA COMMITTEE. *Catalogue of the library of the West India Committee*. London, 1941. 125 p.
- 7 *West Indies and Caribbean year book, 1926/27- .* London, T. Skinner. Annual.
Formerly entitled *West Indies year book* and *Year book of the West Indies and countries of the Caribbean*.
- 8 WILLIAMS, E. *Education in the British West Indies*. Port of Spain, Trinidad, Teachers' Cultural and Economic Society [1950]. 167 p.
Bibliography: p. 153-8.

Legislative and policy documentation

There is a consultative body with educational activities in the Caribbean region:

- 9 CARIBBEAN COMMISSION

Kent House, Port of Spain, Trinidad.

Organized in 1946 as an inter-governmental consultative body by France, the Netherlands, the United Kingdom and the United States of America to encourage and strengthen social and economic co-operation between the Caribbean territories for which these governments have responsibilities. For an account of the educational activities of the commission, see

Educational trends in the Caribbean . . . [22].

[See also 29.]

Documentation includes:

- 10 BRITISH CARIBBEAN EDUCATION CONFERENCE, Barbados, 1951. *Records of proceedings*. Barbados, 1951. iv, 42 p. (Appendixes, various paginations). Cyclostyled.
- 11 CARIBBEAN COMMISSION. *Development of vocational education in the Caribbean*. Port of Spain, Trinidad, 1953. 107 p.
- 12 ——. *Education in the Caribbean; selected from the documentation and report of the Joint Conference on Education and Small Scale Farming, 6-15 October, 1954*. Port of Spain, Trinidad, 1956. 115 p.
- 13 REGIONAL ECONOMIC COMMITTEE OF THE BRITISH WEST INDIES, BRITISH GUIANA AND BRITISH HONDURAS. *Report of the conference of representatives of governments of the British West Indies, British Guiana and British Honduras, met to consider finances of the University College of the West Indies, Jamaica, 1st to 4th September, 1952*. 37 p.

- Supplement to the *Official gazette*, Barbados, 1952.
- 14 UNITED KINGDOM. COLONIAL OFFICE. *Development and welfare in the West Indies, 1940-*. London, HMSO. Annual.
First issue covered 1940-42. Reports of the Development and Welfare Organization established in 1940, on the recommendation of the West India Royal Commission [19].
 - 15 —. —. *Report of a commission appointed to consider problems of secondary and primary education in Trinidad, Barbados, Leeward Islands and Windward Islands 1931-32*. (Commissioners: F. C. Marriott and Arthur Mayhew). London, HMSO, 1933. 127 p. (Colonial 79).
A landmark in the history of West Indian education.
 - 16 —. —. *Report of the mission on higher technical education in the British Caribbean*. (Chairman: G. S. V. Petter). London, HMSO, 1957. vi, 30 p. (Colonial 336).
 - 17 —. —. *Report on the provision of agricultural education of university degree standard in the British Caribbean territories*, by Sir Robert S. Wood. London, HMSO, 1955. iii, 18 p. (Colonial 313).
 - 18 —. —. *Report of the West Indies committee of the Commission on Higher Education in the Colonies*. London, HMSO, 1954. 81 p. (Cmd. 6654).
 - 19 —. WEST INDIA ROYAL COMMISSION, 1938-39. *Report*. London, HMSO, 1945. xviii, 480 p. (Cmd. 6607).
 - 20 WEST INDIES. UNIVERSITY COLLEGE. *Annual report of the principal, 1953/54-*.
Previous reports published in *Jamaica gazette*.
 - 21 —. —. *Report of the committee appointed to review the policy of the University College of the West Indies* (Chairman: A. S. Cato). Barbados, 1958.

See also *World survey of education* [International sources 8] for a short account of education in the British Caribbean region.
- ### Educational studies and research
- For material on research, see:
- 22 HAUCH, Charles C. *Educational trends in the Caribbean: European affiliated areas*. Washington, D.C., Government Printing Office, 1960. 153 p. (United States Office of Education. Bulletin 1960, no. 26).
Selected bibliography, p. 149-53. Includes an account of the educational activities of the Caribbean Commission and references to the commission's more important publications.
 - 23 KING, Margaret L. *Education in the British West Indies*. Washington, D.C., Office of Education, Division of International Education, 1955. 21 p. (Studies in comparative education).
WILGUS, A. Curtis, ed. *The Caribbean: contemporary education* [Panama 31].

In the University College of the West Indies, research is also undertaken by two bodies [24, 27]:
 - 24 CENTRE FOR THE STUDY OF EDUCATION
Mona, Kingston 7, Jamaica.
Publications include:
 - 25 GRIFFITHS, V. L. *External teacher training*. 1955. [6], 34 p.
 - 26 WALTER, E. R. *Learning to read in Jamaica*. 1958. 51 p.
 - 27 INSTITUTE OF SOCIAL AND ECONOMIC RESEARCH
Research with sociological and anthropological bias. The institute publishes monographs, reports, etc., and also
 - 28 *Social and economic studies*, no. 1- , 1953- . Kingston. Irregular.
- ### Textbooks and instructional materials
- For information on instructional materials, see
ALCALA, V. O., comp. *A Bibliography of education in the Caribbean* [1].
- ### Education associations
- See *Teachers' associations* . . . [International sources 2] under the headings 'International and regional associations', and 'Federation of the West Indies'.
- ### Educational journals
- Journals of special interest are:
- 29 *Caribbean*, 1947- . Port of Spain, Trinidad, Caribbean Commission. Monthly.
Formerly *Monthly bulletin*; title changed with vol. 8, no. 6, 1955. Includes articles and news of education in the Caribbean area and also current bibliography.
Social and economic studies [28].

See, for listings of periodicals:
ALCALA, V. O. comp. *A Bibliography of education in the Caribbean* [1].
International list of educational periodicals [International sources 3].
- ### Education biography
- The British Caribbean who, what, why, 1955-56* [3].

Barbados

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Barbados: report, 1947-*. London, HMSO. Biennial. Reading list.
- 2 *Advocate's year book and who's who, Barbados*. Barbados, Advocate Press. Annual.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Works on legislation include:

- 3 *Laws of Barbados, rev. and consolidated. . . . 1667-1942. . . .* Barbados, Advocate Co. (Printers to Government of Barbados), 1944. 5 vols. and index.
Followed by annual publications.
- 4 *Education, 1890*.
Still the principal Education Act for the Colony; based on recommendations made by a commission headed by Bishop Mitchinson. A Board of Education was formed with general control of education.
- 5 *Education (amendment) act, 1943*.
Established a Department of Education and transferred executive functions from the board to a director. This was in accordance with the report of the Marriott-Mayhew Education Commission of 1932 [see Federation of the West Indies, general, 15]. The board became an advisory and consultative body with a reduced membership of six, including the Director of Education.
- 6 *Education (amendment) act, 1956*.
The Board of Education was reconstituted and enlarged and five constituent committees appointed: Primary Education Committee, Secondary Education Committee, Further Education Committee, Finance Committee and General Purposes Committee.

The three following policy statements were issued in 1944-45:

- 7 *The Evaluation of education.*
A Policy for education.
The Provision for secondary education.
These three memoranda, made by the Director of Education, Howard Hayden, influenced the post-war development of education.

Other policy documents include:

- 8 DEPARTMENT OF EDUCATION. *Vocational and technical training with special reference to the part-time training of apprentices*. Barbados, Advocate Co. Ltd. [1950]. 55 p.

- 9 *Development plan, 1955-60*. Barbados, Government Printer [1957]. 34 p.
Includes the provision of finance for the erection and extension of schools and for the Technical Institute.
- 10 *Five year plan of development and taxation, 1952/53-1956/57*. Barbados, Government Printer, 1953.

Administration of the educational system

For a short account of the educational system, see *World survey of education* [International sources 8].

The Director of Education, who has full executive powers, is advised by a Board of Education of which he is chairman. He is responsible for the appointment of staff and for curricula and inspection of secondary schools, which are aided by the Government. He selects students for teacher training at Erdiston College and makes recommendations for overseas training of teachers.

All elementary school teachers are government servants. The Governor is the final authority for all government officers.

Structure and organization

The following types of schools and courses are available: infant-junior, 5-11 years; senior, 11+, leading to technical courses, or secondary modern, leading to further part-time education; preparatory schools, 8/9-11 years; secondary grammar, 11+, leading to teacher training, either local or overseas, and universities overseas.

- 11 DEPARTMENT OF EDUCATION. *Report*. Bridgetown, Advocate Co. Annual.
From 1954 full reports are published triennially, and summary reports in the intervening years.

Educational studies and research

Research undertaken by the various teachers' associations is listed under their names in *Teachers' associations* . . . [International sources 2].

Textbooks and instructional materials

The Visual Aids Unit of the Department of Education organizes instructions for teachers in the use of visual aids and runs a library of films, filmstrips and other visual aids, pamphlets and journals.

Education associations

For a list of associations see *Teachers' associations* . . . [International sources 2], which includes information on journals published by the various associations.

There is also

- 12 ASSOCIATION OF HEADMASTERS AND HEADMISTRESSES IN GOVERNMENT-AIDED SECONDARY SCHOOLS

The teachers' associations are consulted by the Director of Education on staff matters and on educational policy.

Educational statistics

- 13 *Quarterly digest of statistics*, 1956- . Bridgetown, Advocate Co.
Compiled by Barbados Statistical Service.
- 14 *Abstract of statistics*, no. 1, 1956- . Bridgetown, Barbados Statistical Service, 1956- . Annual.

Jamaica

Reference works

- 1 ABRAHAM, Peter. *Jamaica: an island mosaic*. London, HMSO, 1957. xv, 284 p. Bibliography, p. 272-4.
ALCALA, V. O., comp. *A Bibliography of education in the Caribbean* [Federation of the West Indies, general 1].
- 2 *The Handbook of Jamaica*, 1881-1939, 1946- . Kingston, Government Printer. Annual.
Contains a chapter on the educational system giving a summary of laws and regulations governing all aspects of education, and the names and addresses—with a brief description—of the various committees, associations, schools, etc.
- 3 MINISTRY OF EDUCATION AND SOCIAL WELFARE. *Directory of probation juvenile courts, voluntary social services, juvenile authority, approved schools, places of safety, remand homes, homes and institutions*, 1953, ed. by E. J. Montgomery. [Kingston, Government Printer, 1953]. [8], 46 p.
- 4 UNITED KINGDOM. COLONIAL OFFICE. *Jamaica: report*, 1946- . London, HMSO, Kingston, Government Printer. Annual.
Bibliography. *Report* for 1957 includes a special article by R. N. Murray on 'The new education policy with special reference to secondary school free places', p. 11-16.

Education biography

Advocate's year book and who's who [2].

Education libraries and museums

The British Council maintains a centre with a reference library, periodicals reading room, lending libraries of gramophone records, films and filmstrips, play reading sets and sheet music.

Other institutions are:

- 15 BARBADOS PUBLIC LIBRARY
Bridgetown.
Established under the Public Library Act; also conducts a school library service and a radio programme.
- 16 BARBADOS MUSEUM AND HISTORICAL SOCIETY
St. Ann's Garrison.
Founded 1933. Publishes a quarterly journal; services include a children's museum, with classes for children; an art department, which organizes exhibitions of local work; and a members' library.

[See also United Kingdom territories, general and Federation of the West Indies, general.]

Legislative and policy documentation

'Education in Jamaica is governed by the comprehensive Education law, Chapter 106, and the code of regulations made thereunder. These provide for all categories of education, for the training of teachers, the grant of scholarships and over-all control of education in Jamaica by a Minister, education adviser and school boards, and other organizations. Vocational training is also provided at practical training centres, etc. Teachers' pensions are governed by the Pensions (Teachers) Law Cap. 288.' (*Handbook of Jamaica*, 1959, p. 382.)

Legislation may be studied in comprehensive works and in publications on education:

- 5 *The Laws of Jamaica in force on the 1st day of June 1953*, rev. ed. Kingston, Government Printer, 1953. 9 vols. and index.
The Laws of Jamaica in force on the 1st day of June 1953. Supplement. Kingston, Government Printer, 1955. xv, 550 p.

- 6 *The Laws of Jamaica passed in the year 1955*. [Kingston, Government Printer, 1956]. 1 vol. (various paging).
 - 7 *Laws of Jamaica, 1955- . Annual*.
 - 8 *Education law. (No. 32 of 1950)*.
The Board of Education (elementary schools) and the Jamaica Schools Commission (secondary schools) were abolished and replaced by one controlling body, the Education Authority.
 - 9 *Education (amendment) law 1958. Cap. 106*.
Provides for the over-all control of education by a Minister, assisted by an education adviser and by an education advisory council. The Education Authority is abolished and replaced by a Ministry of Education.
- Policy works include:
- 10 *A National plan for Jamaica, 1957-67*. Kingston, Government Printer, 1957. [6], 70 p.
 - 11 *Report of the committee appointed to enquire into the system of secondary education in Jamaica*. (Chairman: I. L. Kandel). Kingston, Government Printer, 1943. 46 p.
 - 12 *Report of the select committee appointed . . . to examine government's educational policy, 1957*. Kingston, Government Printer.
Introduces a new policy of primary education for all; further education is to be available for children with special ability and educational opportunities are available to all. [See also 4.]
 - 13 **SECONDARY EDUCATION CONTINUATION COMMITTEE.**
A Plan for post-primary education in Jamaica. (Chairman: B. H. Easter). Kingston, Government Printer, 1946. 45 p.

Administration of the educational system

For an outline of the educational system see: *World survey of education* [International sources 8]. *Handbook of Jamaica* [2].

The Minister of Education is responsible for policy; he is advised by the Education Advisory Council. In 1957 the Education Department was integrated with the Ministry of Education; administrative functions are carried out by a chief education officer.

The Island is divided into seven inspectorial districts, each of which is staffed by a senior education officer, assisted by education officers. Senior education officers are also in charge of work on home economics, agricultural education and practical training centres.

A report is issued for education:

- 14 **EDUCATION DEPARTMENT.** *Annual report*. Kingston, Government Printing Office.

Structure and organization

Education is already compulsory for children between 7 and 15 years of age in certain areas, and these areas are gradually being extended.

Education is also free at the lower levels, i.e., infant training, 4-7 years, primary education, 7-12 years, and post-primary education, 12-15 years. Senior pupils all receive a basic course in citizenship.

Grammar school education is not free, but government scholarships are available. Until recently certain selected elementary schools offered a course of study leading to the Cambridge School Certificate examination, but this has now been discontinued. There are also technical high schools and teacher training colleges. Scholarships are available to the University College of the West Indies or to overseas universities.

Educational studies and research

A limited amount of research has been undertaken by the

- 15 **JAMAICAN UNION OF TEACHERS**

97 Church Street, Kingston.

Has carried out research on topics relating to the salary and conditions of teachers.

[See also 24 and 27 in Federation of the West Indies, general.]

Textbooks and instructional materials

Two bodies are active in textbook publishing:

- 16 **EDUCATIONAL PUBLICATIONS PRODUCTION UNIT**
Kingston.

Set up in 1956 by the Education Department to produce and publish material for use in primary schools. A Unesco expert, on loan to the Ministry of Education for a period of several years, is in charge of the unit.

- 17 **JAMAICA WELFARE COMMISSION**

741/2 Hanover Street, Kingston.

Publishes material chiefly for use in literacy and adult education programmes.

Education associations

See *Teachers' associations . . .* [International sources 2] under the heading 'Federation of the West Indies'.

There is also

- 18 **THE ASSOCIATION OF ASSISTANT MASTERS AND MISTRESSES**

c/o St. Hugh's High School, Kingston 5.

Publishes annually the *A.A.M.M. Journal*.

Educational journals

A journal published in Kingston is mentioned in another section: *Social and economic studies* [Federation of the West Indies, general, 28].

See also

International list of educational periodicals [International sources 3].

Teachers' associations . . . [International sources 2], for journals published by the various teachers' associations in Jamaica.

Educational statistics

- 19 *Digest of statistics*, no. 1- , June 1947- . Kingston, Government Printer, 1947- .
Compiled by the Central Bureau of Statistics.

Education libraries and museums

The Educational Publications Production Unit [16] has a professional library.

The Jamaica Library Service, which falls under the jurisdiction of the Ministry of Education, operates a free Public Library Service for Jamaica. A school library service is also organized by the Ministry of Education to supply books to primary schools.

Other libraries are:

- 20 **TEACHERS' LIBRARY**
49 Windward Road, PO Box 13, Kingston.
Books and journals are despatched by post if necessary.
- 21 **INSTITUTE OF JAMAICA LIBRARIES**
East Street, Kingston.
The institute, which serves as a cultural centre for Jamaica, includes a general lending and reference library and a West India reference library.
- 22 **EDUCATION DEPARTMENT LIBRARY**
University College of the West Indies, Mona, Kingston 7.

Turks and Caicos

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. 1946- . *Turks and Caicos Islands: report*. London, HMSO.
Biennial. Reading list.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative works, both general and educational, include:

- 2 *Laws of the Turks and Caicos Islands . . . in force 1951*. Kingston, Government Printer, 1952.
2 vols.
- 3 *Ordinances, 1951-* . Grand Turk, Government Printing Office. Annual.
- 4 *Education ordinance, no. 9 of 1901*. The principal ordinance.
- 5 *Education (amendment) ordinance, no. 4 of 1928*.
- 6 *Education (amendment) ordinance, 1939*.
- 7 'Education (amendment) ordinance, 1955, no. 2 of 1955'. In: *The Gazette. Turks and Caicos Islands*, vol. 104, no. 48, October 9, 1954.

Increases membership of the Board of Education from 7 to 12; makes provisions for pensions for school teachers.

Administration of the educational system

Education is controlled by a Board of Education appointed annually by His Honour, the Commissioner, who is chairman.

Reports are:

- 8 **EDUCATION DEPARTMENT. *Annual report***. Grand Turk.
- 9 ——. *Triennial report*. Grand Turk.

Structure and organization

Elementary education is free and compulsory. There is one government senior school which provides some higher education and gives teacher training. No facilities exist for technical and adult education.

The pupil-teacher system is still in use, but students are also being sent to Jamaica for three-year courses in teacher training.

Educational statistics

Statistics are included in the Education Department's *Annual report* [8].

Education libraries and museums

There is a Public Library and reading room at Grand Turk and one also at South Caicos. Some Caicos schools have small libraries.

Leeward Islands

Antigua

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Leeward Islands: report, 1947-54*. London, HMSO. Biennial from 1949. Reading list.
The Colonial Office now issues separate reports for Antigua, St. Kitts-Nevis-Anguilla, Montserrat and the Virgin Islands, which became separate colonies in 1956.
- 2 ——. *Antigua: report, 1955-56*. London, HMSO. Biennial.

[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative works include:

- 3 *Statutes of . . . Antigua*, rev. ed. London, published for the Government of Antigua, 1921.
- 4 *Ordinances of the Colony of Antigua, 1957*. Antigua, Government Printing Office.
- 5 *Education ordinance. No. 11 of 1956*.
Establishes a Department of Education to supervise the compulsory education of children between the ages of 5 and 14, and the granting of scholarships to Government or assisted secondary schools.

Policy works include:

- 6 *Development plan, 1955-60*.
Sets out, *inter alia*, the school building programme necessary for the extension of compulsory education in the colony.
- 7 EDUCATION POLICY COMMITTEE. (Chairman: A. C. G. Palmer). *Report, 1949*. 32 p. Mimeographed.

Administration of the educational system

The Minister of Social Services is responsible for the education services. Direct control of all Government primary schools is held by the Education Department, of which the Inspector of Schools is the chief executive officer.

The secondary schools, four of which are grant-aided, have their own governing bodies, on which the Government is represented.

Reports on education are produced:

- 8 EDUCATION DEPARTMENT. *Annual report*. Antigua, Government Printing Office.
Commencing 1955-57 full reports are published every three years, and summary reports in the intervening years.

Structure and organization

Primary schools cover the age range 5-16 years and are organized into infant departments, 5-7 years; junior or primary departments, 7-12 years; senior or post-primary departments, 12-16 years.

Education is compulsory between the ages of 5 and 14, but is not enforced where accommodation is inadequate.

Academic courses are available at the secondary schools, which are being integrated into the school system.

Primary school teachers are recruited from post-primary departments of the primary schools or from the secondary schools. They receive a two-year course at the teachers training college or take the teachers' qualifying certificate examination externally.

Technical education is mainly through an apprenticeship system with attendance at evening classes, or through scholarships for overseas training.

Education associations

See *Teachers' associations* . . . [International sources 2] under the heading, 'Federation of the West Indies'.

Educational statistics

See *Annual report* [8] of the Education Department.

Education libraries and museums

The major general library is the

- 9 Public Library, St. John's.
Library services have been established recently in the rural areas.

Montserrat

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Montserrat: report, 1955-56*. London, HMSO. Biennial. Reading list.
—, —. *Leeward Islands: report, 1947-54* [Antigua 1].
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative documents of interest are:

- 2 *Statutes*, new ed. London, published for the Government of Montserrat, 1921.
- 3 *Education ordinance. No. 11 of 1956*.
Provides for the establishment of an advisory education committee.
- 4 *Secondary schools. S.R. and O., no. 1 of 1938; no. 4 of 1939* [and subsequent amendments].

Administration of the educational system

Primary education is under the management of the Inspector of Schools, and the schools are divided into infant, junior and senior departments.

Secondary education is managed by the Principal of the school with the help of an advisory committee. The administrator functions as co-ordinator.

There is a report on education:

- 5 EDUCATION DEPARTMENT. *Annual report*. Antigua, Government Printing Office.
Commencing 1958-60, full reports are published every three years and summary reports in the intervening years.

Structure and organization

Primary education is compulsory for children from 5-13 years of age and is free for all children between 5 and 15 years.

The secondary school is in two sections, a senior school and a grammar school.

The senior school gives a general education with a practical bias, and accepts pupils at the age of 11 for a course of four years. Selection of pupils is by a competitive examination, and tuition is free.

The age for admission to the grammar school is 10 years and pupils are admitted on the results of a competitive examination. Neither tuition nor games are free.

Scholarships are available for overseas university education. Primary school teachers are trained in Antigua, Trinidad or Barbados.

Education associations

There is an association of primary school teachers in Montserrat.

Educational statistics

For education statistics, see *Annual report* [5] of the Education Department.

Education libraries and museums

The following general institution may be mentioned:
6 MONTERRAT PUBLIC LIBRARY
Plymouth.

St. Christopher-Nevis-Anguilla

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *St. Kitts-Nevis-Anguilla: report, 1955-56*. London, HMSO. Biennial. Reading list.
—, —. *Leeward Islands: report, 1947-54* [Antigua 1].
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative material includes:

- 2 *Statutes of . . . St. Christopher and Nevis*, new ed. London, published for the Government of St. Christopher and Nevis, 1922.
- 3 *Education ordinance 1955. No. 16 of 1955*.

Repeals the Elementary Education Act (Cap. 86 of the Federal Acts of the Leeward Islands 1927) and its amendments, no. 10 of 1930, and no. 6 of 1939.

4 *Development plan, 1955-60.*

Provides for the building of schools to relieve the shortage of accommodation.

Administration of the educational system

The Education Officer is head of the Education Department and is responsible to the Minister of Social Services.

The Inspector of schools is the manager of the primary and senior schools of the Presidency. In Nevis and Anguilla he is assisted by educational district officers.

A report is issued for education:

5 EDUCATION DEPARTMENT. *Annual report*. Antigua, Government Printing Office.

Since 1955-57 full reports have been published every three years and summary reports in the intervening years.

Structure and organization

Primary education between ages 5-16 is free and education is compulsory between the ages of 5 and 13.

Government secondary schools also offer primary courses. They accept children at 5 in the girls' high school and 10 in the other schools. Secondary education is available to children between the ages of 11 and 19 who pass either an entrance or a scholarship examination.

Senior or post-primary courses are available.

Education associations

See *Teachers' associations* . . . [International sources 2] under the heading, Federation of the West Indies.

Entries include reference to research undertaken by teachers' associations.

Educational statistics

For education statistics, see the Education Department's *Annual report* [5].

Education libraries

For lack of an education library, a general institution is noted:

6 Public Library, Basseterre.

Trinidad and Tobago

Reference works

1 UNITED KINGDOM. COLONIAL OFFICE. *Trinidad and Tobago: report, 1946-*. London, HMSO. Reading list.

2 *Trinidad and Tobago yearbook, 1865-*. Trinidad. Annual.

[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative material includes:

3 *Trinidad and Tobago revised ordinances, 1950*. London, Roworth, 1951. 10 vols.

Followed by annual works.

4 *Education ordinance. No. 27 of 1951.*

Consolidates previous legislation; provides for a new type of school, the assisted community school; enlarges the Board of Education, etc.

Works below—in chronological order—concern policy:

5 *White paper on educational development and policy*. S.P. No. 46 of 1946.

6 *Education in Trinidad and Tobago: the report of the working party, 1954*. (Chairman: L. R. Missen). Port of Spain, Government Printing Office, 1954. 141 p.

7 *Report on the administration of the social services in Trinidad and Tobago, with particular reference to co-ordination*. (Chairman: A. V. S. Lochhead). Trinidad, Government Printing Office, 1956. 57 p.

8 *Development plan for Tobago: report of the team which visited Tobago in March-April 1957*. Barbados, Advocate Co. Ltd. [1957]. (Development and welfare in the West Indies, Bulletin 34).

Administration of the educational system

For a short account of the educational system, see *World survey of education* [International sources 8].

The Minister of Education and Culture is responsible for educational policy. He is advised by the Director of Education, who is responsible for the general administration of the system. The Director is in turn advised by an Education Board of which he is chairman.

The report on education is

- 9 EDUCATION DEPARTMENT. *Administration report*. Trinidad, Government Printing Office.

Since 1955 full reports have been published triennially and summary reports in the intervening years.

Structure and organization

Primary education for children from 5-15 years is free. Primary schools, which are arranged in thirteen districts—each under a District Inspector of Education—are divided into three categories: assisted denominational schools; government schools; private schools.

Intermediate schools provide secondary education up to School Certificate standard; nominal fees are payable.

From the senior primary classes, pupils may go to the secondary grammar schools or the technical institute, or they may train as pupil teachers. From the secondary grammar schools, they may go to the University College of the West Indies, universities overseas, or teacher training colleges.

Adult education centres provide academic courses for people who wish to improve their general education, literacy classes, and some practical courses.

The Education Extension Service is responsible for community development, under the Minister of Social Services.

The Board of Industrial Training is responsible for all technical education, except that provided by the Government Technical Institute at San Fernando.

Education associations

Associations are listed in *Teachers' associations...* [International sources 2] which includes information about the journals published by the various associations and also their research activities.

Educational journals

The following journals are issued:

- 10 *Community education*, 1950- . Trinidad, Education Extension Services. Monthly.
- 11 *Community development bulletin*, 1958- . Trinidad, Community Development Department. Monthly.

Educational statistics

A statistical work on education is

- 12 CENTRAL STATISTICAL OFFICE. *Digest of statistics on education, 1950-1956*. [Port of Spain], [1958]. Statistics are included also in the Education Department's annual *Administration report* [9].

Education libraries and museums

Public Library Service is given through:

- 13 CARNEGIE FREE LIBRARY
San Fernando.
- 14 CENTRAL LIBRARY OF TRINIDAD AND TOBAGO
Queen's Park East, Port of Spain.
Headquarters at Port of Spain, with several regional and branch libraries.
- 15 TRINIDAD PUBLIC LIBRARY
Port of Spain.

[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative material of major interest is

- 2 *Ordinance and statutory rules and orders*, 1940- . Roseau, Government Printer. Annual.

Windward Islands

Dominica

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Dominica: report, 1947- .* London, HMSO. Biennial from 1949-50. Reading list.
The Windward Islands annual, 1955- . [St. Vincent 2].

- 3 *Revised education ordinance, no. 3 of 1949.*
Provides for the re-constitution of the Board of Education, with advisory functions. Education policy is primarily the duty of the Education Officer.

Administration of the educational system

The administration of the system is the responsibility of the Education Officer, assisted by two educational district officers who are immediately responsible for schools in the Northern and Southern Districts. The Education Officer, who is mainly responsible for the policy of the Department, is advised by a Board of Education.

A report on education is issued:

- 4 EDUCATION DEPARTMENT. *Annual report*. Bridgetown, Barbados, Advocate Co.
From 1955 full reports are prepared every three years, and summary reports in the intervening years.

Structure and organization

There are private infant schools, with an age range from 3-7 years, receiving government aid; government primary schools which are the responsibility of the Education Office; assisted primary schools, run by religious denominations, also grant-aided; and secondary schools which provide education for pupils up to 20 years of age.

Higher education is not available in Dominica. [See also St. Vincent 10.]

Education associations

See *Teachers' associations* . . . [International sources 2] under the heading, 'Federation of the West Indies'.

Educational statistics

Statistics are included in the Education Department's *Annual report* [4].

Education libraries and museums

A teachers' library is maintained in the Education Department headquarters.

Grenada

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Grenada: report, 1948-* . London, HMSO. Biennial. Reading list.
- 2 *Grenada handbook, 1896-1946*. Barbados, Advocate Co. Annual.
The Windward Islands annual, 1955- . [St. Vincent 2].
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

For legislation, see:

- 3 *Laws of Grenada in force 1934*. London, published for the Government of Grenada, 1935. 2 vols.
- 4 *Laws, 1935-* . St. George's, Government Printer. Annual.
- 5 *Compulsory education ordinance, 1947*.
- 6 *Secondary education ordinance, 1948*.
Policy works include:
- 7 *Education in Grenada*; memorandum by S. A. Hammond. St. George's, Government Printer, 1943. 28 p.
- 8 *The Development of secondary education in Grenada*. Barbados, Advocate Co., 1946. 13 p.
Consideration of the reorganization of secondary education to improve quality and to permit expansion.

Administration of the educational system

The Department of Education is under the direct control of the Ministry of Education and Social Service. There is also a Statutory Board of Education, with advisory powers only.

Primary schools are administered by the Education Officer and Senior Inspector of Schools. There is a dual system of control, with co-operation between the Government and the churches.

There is one government secondary school, the others being church schools.

Higher education is taken overseas.

There is a report on education:

- 9 EDUCATION DEPARTMENT. *Annual report*. St. George's, Government Printer.
Since 1955 full reports have been published every three years and summary reports in the intervening years.

Structure and organization

Primary schools provide a 10-year course, including two years of infants' classes.

Scholarships are available to the Grenada Boys' Secondary School, the government school, and to the other secondary schools, which are denominational and grant-aided.

[See also St. Vincent 10.]

Education associations

10 GRENADA UNION OF TEACHERS

Educational statistics

Statistics are included in the Education Department's *Annual report* [9].

Education libraries and museums

A small lending library for teachers is maintained by the Education Department.

St. Lucia

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *St. Lucia: report, 1946-*. London, HMSO. Biennial from 1949-50. Reading list.
- The Windward Islands annual, 1955-*. [St. Vincent 2].
- [See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

Legislative material includes:

- 2 *Ordinances of St. Lucia, 1916*, rev. ed. St. Lucia, Government Printing Office, 1917. 2 vols.
- 3 *Ordinances of St. Lucia, 1917-*. Annual.
- 4 *Education ordinance 1938*.
Provides for compulsory education, which has not yet been enforced.
- 5 *Memorandum on education*, by S. A. Hammond. St. Lucia, Government Printer, 1945. Various pagination.
- 6 *The Revised sketch development plan, 1946-1956*.

Administration of the educational system

The Education Department is advised by the Education Board. The administrative and supervisory duties of the Department are the responsibility of the Education Officer. The Department issues

- 7 EDUCATION DEPARTMENT. *Report*. Castries, Government Printer. Annual.

Since 1955, full reports have been prepared every three years and summary reports in the intervening years.

Structure and organization

Schools, both primary and secondary, are mainly denominational and are grant-aided. Children are admitted to the infant schools at the age of 4, and, in general, to the junior departments at the age of 7. The school age extends from 4 to 15, and pupils are admitted to the junior and senior departments at any age between 7 and 15.

[See also St. Vincent 10.]

Education associations

Associations are listed in *Teachers' associations...* [International sources 2] under the heading, 'Federation of the West Indies'.

There is also

- 8 ASSOCIATION OF CATHOLIC TEACHERS
45 Mary Ann Street, Castries.
Founded in 1959.

Educational statistics

Statistics are included in the Education Department's *Report* [7].

St. Vincent

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *St. Vincent, report, 1946-*. London, HMSO. Biennial from 1949-50. Reading list.
- 2 *The Windward Islands Annual, 1955-*. [Letchworth, England, House Magazine Agency]. Published for Windward Islands Governments.
[See also United Kingdom territories, general; and Federation of the West Indies, general.]

Legislative and policy documentation

For legislation, see:

- 3 *Laws of St. Vincent in force . . .* 1926, rev. ed. [Kingstown], Government of St. Vincent, 1927. 2 vols.
- 4 *Ordinances, 1926- .* Kingstown, Government Printer. Annual.
- 5 *Education ordinance 1937.*
Consolidates and amends the earlier laws.
- Policy works include:
- 6 *Memorandum on education in St. Vincent*, by S. A. Hammond. Kingstown, Government Printing Office, 1943. 56 p.
- 7 *Memorandum on suggestions for a school building programme*, by J. W. Forrest. 1946.
- 8 *Proposals for secondary reorganization* [in education]. Kingstown, Government Printer [1954]. 7 p.

Administration of the educational system

The Minister for Social Services is responsible for educational policy and direction. The Education Officer is responsible, under the Minister, for the administration of the educational system. A Board of Education advises on policy and on the framing of regulations.

A report on education is issued:

- 9 EDUCATION DEPARTMENT. *Annual report*. Kingstown, Government Printer.
Since 1955 full reports have been published triennially and summary reports in the intervening years.

Structure and organization

Primary education is free, but not compulsory, for children from 5-15 years. All primary schools are co-educational.

St. Helena

Educational provision in St. Helena and its dependencies, Tristan da Cunha and Ascension Islands, is described in the *World survey of education* [International sources 8]. Since the publication of *World survey of education—III*, in 1961, the inhabitants of Tristan da Cunha have been removed from this small group of islands and resettled in Britain.

In Ascension Island, where the total population in 1958 was 326, tuition is provided free by Cable and Wireless Limited, with the Government making an annual contribution towards its cost.

Secondary education is not free, but scholarships are offered by the Government and by various organizations.

There is no further education in St. Vincent, except for teacher training centres, and adult education classes—mainly in handicrafts.

Technical education is provided by Government Departments for the training of their staffs.

More information may be obtained in

- 10 HADLEY, C. V. D. *Report on the Windward Islands educational survey, 1953-54*. Kingstown, St. Vincent Education Department. 70 p.

Education associations

Associations are listed in *Teachers' associations . . .* [International sources 2] under the heading, 'Federation of the West Indies'. Entries include information about the journals published by the various associations.

Educational statistics

Besides the Education Department's *Annual report* [9], there is

- 11 *Quarterly digest of statistics*, no. 1- , November 1959- . St. Vincent, Statistical Unit. Irregular.

Education libraries and museums

There is a Public Library with headquarters in Kingstown and 10 rural service units.

Two general works on St. Helena are:

- 1 UNITED KINGDOM. COLONIAL OFFICE. *St. Helena: report, 1947- .* London, HMSO. Biennial.
Includes material on Ascension and Tristan da Cunha, and also a general reading list.
- 2 [KITCHING, G. C.] *A St. Helena bibliography*. Government Printer [193-]. [6] p.

[See also United Kingdom territories, general.]

An ordinance has been issued for education:

- 3 *Education schools amalgamation ordinance, 1941*.

Administration of the educational system

Responsibility for education is vested in the Board of Education. The chief executive officer is the Education and Information Officer, who is responsible for the schools, information services, youth services, government departmental technical training and teacher training.

All schools are under government control and all interested bodies are represented on the Board of Education.

Two reports follow:

- 4 WATKINS, G. D. *Education in St. Helena: a preliminary survey made in June and July 1939*. 30 p.
- 5 EDUCATION DEPARTMENT. *Annual report*.

From 1955, full reports are issued triennially and summary reports in the intervening years. The reports include statistics.

Structure and organization

Education is free and compulsory between the ages of 5 and 15 and is provided in infant schools for children of 5 to 8 years; junior schools for children of 8 to 11 years; and senior schools for children of 11 to 15 years.

An examination taken between the ages of 10½ and 11½ leads to the secondary selective school, where a course of an academic type is offered which leads to the general schools examination.

A teacher training centre has been established, but the pupil teacher system is still in use.

United Kingdom Mediterranean territories

Gibraltar

Reference works

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Gibraltar, report, 1946-*. London, HMSO. Annual. Reading list.
- 2 *Gibraltar directory and guide book, 1878-*. Gibraltar, Gibraltar Telegraph Co., 1878-.
[See also United Kingdom territories, general.]

Legislative and policy documentation

Interesting documentation under this heading includes:

- 3 *Laws of Gibraltar*, rev. ed. Gibraltar, Government Printer, 1950. 4 vols.
Laws of Gibraltar. Supplement, 1960-. Loose leaf.
- 4 *Education ordinance 1950*. (No. 13 of 1950). Establishes Advisory Board of Education, which offers advice to Governor on educational policy.
- 5 *A New educational system for Gibraltar*. Gibraltar, Government Printer, 1943.
Report of the MacFarlane Committee.

Administration of the educational system

For an outline of the educational system, see *The World survey of education* [International sources 8].

The Director of Education has full responsibility for education, in consultation with a member of the Legislative Council and the Board of Education. The Director is chairman of the board, which has two sub-committees, one for Roman Catholic and one for all other schools.

There are regular reports on education:

- 6 EDUCATION DEPARTMENT. *Annual report*. Gibraltar, Government Printer.
Since 1955-57, a full report has been issued triennially and summary reports in the intervening years.

Structure and organization

Compulsory education for children between the ages of 5 and 15 was established in 1951. The services pay fees for their children on a *per capita* basis; with this exception and that of pre-primary schooling, education is free.

Nursery schools are independent and fee-paying, but are inspected by the Director of Education. Primary schools take children between the ages of 5 and 11 plus. Secondary education is available in grammar, modern, commercial or technical schools. The curriculum of these schools is based on that in the United Kingdom.

There being neither institutions of higher education nor teacher training, students are sent to the United Kingdom for these studies.

English is the medium of instruction, but in the early stages lessons are given in Spanish, with some special help with the English language.

Textbooks and instructional materials

The Education Department has a library for teachers, which contains a textbook collection. Special mention should be made of the

- 7 CALPE INSTITUTE LIBRARY
Has a collection of over 300 documentary films which are used for talks in schools.

Educational statistics

Statistics are included in the annual Colonial Office *Report* [1] and in the Education Department's *Annual report* [6].

Education libraries and museums

A teachers' reference and textbook library has been built up by the Education Department. In the secondary schools, school libraries are available for past and present pupils. Moreover, the British Council has an excellent library which is open to school children.

Considerable use is made of the

- CALPE INSTITUTE LIBRARY [7]
- 8 GARRISON LIBRARY
- 9 GIBRALTAR LENDING LIBRARY
The museum is a general rather than education museum:
- 10 GIBRALTAR MUSEUM
Contains a valuable collection devoted to archeological, botanical and zoological material and to material relating to the history of Gibraltar.

Malta

Reference works

- 1 *Malta directory and trade index*, 1956- . Malta, Malta Publicity Services, 1956- . Annual.
Includes a selected bibliography of general works, short articles on education, a directory of schools and teacher training colleges, and a list of government boards and committees, including members and terms of reference.
- 2 *The Malta year book*, 1953- . St. George's Bay, St. Michael's College Publications, 1953- . Annual.

ROYAL COMMONWEALTH SOCIETY. *Subject catalogue of the library* [United Kingdom territories, general 5].
Although out of date, this is the best bibliography available.
- 3 SIMPSON, Donald H. C., comp. *A Checklist of British official publications relating to Malta, 1801-1950*. Malta, Empire Press [1954]. 8 p.
- 4 —, comp. *Malta*. London, Library Association, 1957. 6 p. (Library Association. Special subject lists, 15).

Legislative and policy documentation

Major legislative and policy documentation relating to education is:

- 5 *Compulsory education ordinance 1946*.
- 6 COMMITTEE ON PRIMARY SCHOOLS. *The Primary school: report, 1948*. (Chairman: J. P. Vassallo). Valetta, Government Printer, 1949. 29 p.
- 7 ELLIS, C. *Report on education in Malta*. Valetta, Government Printer, 1942. 15 p.
- 8 ROYAL UNIVERSITY OF MALTA. *Report of the commission, July, 1957*. (Chairman: Hector Hetherington). Malta, Information Department, 1957. 34 p.

The commission was invited to consider the serious financial state of the university, its present organization and policy, and to suggest possible developments.

Administration of the educational system

For an outline of the educational system, see the *World survey of education* [International sources 8].

The Minister of Education is responsible for educational policy. His chief executive officer is the Director of Education.

The Department of Education supervises government and private schools, some of the latter being grant-aided.

Reports on education include:

- 9 CRICHTON-MILLER, D. *Report on education in Malta*. [1957]. [35] p. Cyclostyled.
A survey of educational facilities from primary to university level.
- 10 DEPARTMENT OF TECHNICAL EDUCATION. *Report*. Valetta. Annual.
- 11 EDUCATION DEPARTMENT. *Report*. Valetta. Annual.
Since 1955-57 a full report has been issued every three years and summary reports in the intervening years.

Structure and organization

Education is compulsory between the ages of 6 and 14. Entrance to secondary schools is competitive and children are enrolled at the age of 11. Scholarships are available and in certain circumstances parents are granted exemption or part exemption from fees. A technical school takes boys at the same age.

Educational studies and research

The Malta Union of Teachers has undertaken some research on topics such as: the shortage of qualified teachers and the employment of emergency teachers; child health and the school; secondary school teacher recruitment and graduate teacher training.

Textbooks and instructional materials

Textbooks are recommended by a committee of teachers, and are provided free.

Education associations

See the list in *Teachers' associations . . .* [International sources 2].

There are also

- 12 MALTA CATHOLIC ACTION TEACHERS MOVEMENT
Palazzo Caraffo, 24 Old Bakery Street, Valetta.

- 13 ASSOCIATION OF TEACHERS OF THE ROYAL UNIVERSITY OF MALTA
c/o Royal University of Malta, St. Pauls Street,
Valetta.

Educational journals

See *An International list of educational periodicals*
[International sources 3].

Educational statistics

Both the following are compiled by the Central
Office of Statistics:

- 14 *Education statistics, 1951/52-* . Valetta, Government Printer, 1953- . Annual.
15 *Statistical abstracts of the Maltese Islands*, no. 1,
1946- . Valetta, Government Printer, 1947- .
Quarterly.

Education libraries and museums

The Malta Union of Teachers has a special library
on education, housed at its headquarters in Valetta.
Another institution is the

- 16 ROYAL MALTA LIBRARY
The Minister of Education is chairman of the committee of
this library.

United Kingdom Pacific territories: general

The most important organization from the point of view of the documentation of current education in the Pacific area is the

1 SOUTH PACIFIC COMMISSION

Noumea, New Caledonia.

A regional body established in 1947 by agreement between the Governments of Australia, France, the Netherlands, New Zealand, the United Kingdom and the United States of America, to serve in an advisory and consultative capacity in matters affecting the economic and social development of the non-self-governing territories of the South Pacific region.

The commission holds conferences, plans courses, and has carried out a considerable amount of research into both economic, social, health, language and similar problems which have a bearing on education, and also into the practical problems of teaching and training in this area.

Its publications include a number of selective bibliographies [5, 8], and

2 *S.P.C. quarterly bulletin*, 1950-

Each issue of the bulletin includes articles on educational work in the Pacific.

In 1952 the commission established the

3 SOUTH PACIFIC COMMISSION LITERATURE BUREAU Noumea.

This bureau provides a general advisory service on literature problems and acts as a clearing house for the exchange of information and ideas between territorial administrations, missions, educational field workers, etc. It is also concerned with the production and distribution of literature in the region, and encourages and advises on the establishment of bookselling facilities where the need exists.

See also the *Annual report* of the commission [Australia 88].

Describes research in progress, and includes a selected list of commission publications, and a list of Literature Bureau publications issued during the year.

Reference works

The books listed below refer specifically to the Pacific area, either covering it generally, or devoting chapters or sections to each of a number of the Pacific territories.

Information will also be found in the reference books listed in the 'General' section of this chapter on the United Kingdom territories, where there is also a note on various types of material useful as sources of information on education and educational development in territories under the administration of the United Kingdom.

4 DERRICK, R. A. *Vocational training in the South Pacific*. London, Oxford University Press, for South Pacific Commission, 1952. Bibliography, p. 253-8.

5 LEESON, Ida. *A Bibliography of bibliographies of the South Pacific*. London, Oxford University Press, for South Pacific Commission, 1954. x, 61 p.

6 *Pacific Islands year book*, 1932-. Sydney, Pacific Publications.
Published irregularly, at approximately three-year intervals.

7 TAYLOR, C. R. H. *A Pacific bibliography*. Wellington, New Zealand, Polynesian Society, 1951. xxix, 492 p.

Printed matter relating to the native peoples of Polynesia, Melanesia and Micronesia.

8 WEDGWOOD, Camilla Hildegard. *Education in the Pacific Islands: a selective bibliography*. Noumea, New Caledonia, South Pacific Commission, 1956. vii, 80 p. (South Pacific Commission, Technical paper, no. 99).

Policy, programmes, experiments and achievements, since 1920. Includes a list of missionary societies working in the Pacific, a list of periodicals referred to in the bibliography and some useful annotations.

Administration of the educational system

The educational systems of the various territories are described in the *World survey of education* [International sources 8]. Fuller information, including statistics, will be found in the annual report issued by the Education Department of each territory.

The New Zealand Government also provides some advisory and other services in education in this area. In 1946, an Island Education Division was set up in the New Zealand Department of Education to act as a liaison unit to the Department of Island Territories and to assist other administrations, including those in Fiji, Tonga, the Gilbert and Ellice Islands, and the Pitcairn Islands.¹

Assistance is given in the recruitment and supply of teachers and in the supply of textbooks and other teaching apparatus, and, through its School Publications Division, the New Zealand Education Department also produces some textbooks specially for the Pacific territories.

A system of scholarships has been established.

1. *New Zealand official year-book*, 1961. p. 245.

- The Islands Education Division also publishes
- 9 *Pacific Islands education: a newsletter for teachers serving in the Pacific, 1949-*. Wellington. Quarterly.
- [See also information on Maori education in the chapter on New Zealand.]

Education associations

Education associations are listed in *Teachers' associations* . . . [International sources 2] under the names of the territories. Entries include brief information on research undertaken by these associations and also the journals, newsletters, etc., which they publish.

Educational journals

Education journals are listed in *An International list of educational periodicals* [International sources 3]. *Education in the Pacific Islands* [8] contains a list of periodicals used in the compilation of this bibliography.

British Solomon Islands Protectorate

- Among the more important works to be consulted are:
- 1 UNITED KINGDOM. COLONIAL OFFICE. *Report: British Solomon Islands, 1946-*. London, HMSO. Biennial. Reading list.
 - 2 DEPARTMENT OF EDUCATION. *Report*. [Guadalcanal, Honoria]. Annual.
The Department of Education was established in 1946. The annual report includes statistics.
 - 3 *Education regulations, 1954*.
Provide for the establishment of an Educational Advisory Committee, the registration of non-government schools and teachers, inspection of schools, etc.
 - 4 GROVES, W. C. *Report on a survey of education in the British Solomon Islands Protectorate*. Tulagi, British Solomon Islands, 1943. 30 + 5 p. Processed.
With bibliography and appendix. Outline of suggested syllabus of work for Solomon Island schools.

Fiji

For general reference and for information on legislation, administration and structure of education, the following [1-9] may be consulted:

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Fiji: report, 1947-*. London, HMSO. Annual. Reading list.
 - 2 BOARD OF ENQUIRY INTO THE POST-PRIMARY EDUCATION FOR FIJIAN BOYS IN GOVERNMENT SCHOOLS. *Report*. (Chairman: F. J. Harlow). Suva, Government Printer, 1953. 31 p. (Council Paper no. 26 of 1953).
Government decisions on the report are contained in the addendum.
 - 3 *Colony of Fiji: an illustrated handbook*, 6th ed. Suva, Government Printer, 1957.
 - 4 EDUCATION DEPARTMENT. *Annual report*. Suva, Government Press.
Includes statistics.
 - 5 ——. *Plan of development of educational services in Fiji, 1946*. 41 p., appendixes. Processed.
 - 6 *Education ordinance, 2 of 1945*. (Cap. 103 of *Laws of Fiji, 1945*).
Covers the revisions and amendments to *Education ordinances, 1 of 1929, 29 of 1929 and 43 of 1937*. 'The 1929 ordinance remained in force until 1960, when it was repealed and replaced by a new ordinance more in keeping with modern trends in education (Education Department. *Annual report, 1960*, p. 10).
 - 7 *Education rating ordinance. No. 20 of 1935*. (Cap. 104 of *Laws of Fiji, 1945*).
Covers amendments to *Ordinance no. 18 of 1934*.
 - 8 *Report on education in Fiji* [by W. W. Lewis-Jones]. Suva, Government Press [1955]. 34 p.
- Current legislation may be traced through the annual volumes of
- 9 *Laws of Fiji, 1946-*.

A research institute has existed in Fiji:

10 EDUCATIONAL RESEARCH INSTITUTE FOR FIJI AND WESTERN PACIFIC TERRITORIES

Established in Suva in 1952, for a period of five years, under the direction of R. S. Adam, a member of the British Colonial Education Service. Its purpose was to assist administrators by adapting to the needs of the islands, educational techniques in use in more developed countries. It carried out research on intelligence testing, attainment testing, etc., and published its findings in a series of *Occasional papers*.

See also *Teachers' associations* . . . [International sources 2] which lists, under the names of the associations, the research undertaken by the various associations and also the newsletters, journals, etc., which they publish.

Gilbert and Ellice Islands

For general works, administration and statistics, attention is drawn to:

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Gilbert and Ellice Islands Colony and the Central and Southern Line Islands: report, 1948- .* London, HMSO. Biennial. Reading list.
- 2 CENSUS COMMISSIONERS. *A Report on the results of the census of the population, 1947*, by F. N. M. Pusinelli. Suva, Government Printer, 1947.
Includes statistics of school attendance and adult literacy amongst all ethnic groups and for each island.

A Textbook Room is maintained by the Education Department, in which it stocks and sells textbooks for use in schools.

The South Pacific Commission Literature Bureau [United Kingdom Pacific territories, general 3] publishes books in Fijian and in English chiefly for use in literacy programmes in Fiji.

The principal libraries in Fiji are the Carnegie Library, administered by the Suva City Council, and the Ramakrishna Library, Nandi.

- 3 EDUCATION DEPARTMENT. *Annual report*. Tarawa. Includes statistics.
- 4 *Education ordinance, 1955*.
Provides for registration of schools and teachers, the establishment of an Educational Advisory Committee, compulsory attendance, instruction in the vernacular to a prescribed stage, and inspection.
- 5 HARD, G. E. *Report on education in the Gilbert and Ellice Islands Colony*. Suva, Government Printer 1946. 2 p.
Memorandum by the Acting Director of Education, for post-war development of education.

Pitcairn Island

Pitcairn Island was formerly administered by the Western Pacific High Commission. In 1952, responsibility was transferred to the Governor of Fiji. The following work predates that event:

- 1 *Government regulations, 1940: instructions for the guidance of the local government of Pitcairn Island*. Suva, F. W. Smith, Printer to the High Commission for the Western Pacific, 1942. 4 p.

Tonga

The following works may be consulted for general, legislative and administrative information:

- 1 UNITED KINGDOM. COLONIAL OFFICE. *Tonga: report, 1946- .* London, HMSO. Biennial. Reading list.
- 2 *Education act, Act 16, 1927*.
This is the main Act. It has been amended from time to time,

and amendments and laws bearing indirectly on education may be traced in the collected volumes of the *Laws of Tonga*.

- 3 DEPARTMENT OF EDUCATION. *Annual report*. Nukualofa, Government Printer.
Includes statistics.

The Department of Education also issues Tongan reading material in cyclostyled form.

Major sources of educational information in the United States of America include the U.S. Office of Education [45], the National Education Association or NEA [138] and state and territorial departments of education.

The best referral point for inquiries from other nations which want further information on education in the United States is the

1 EDUCATIONAL MATERIALS LABORATORY

U.S. Office of Education, Washington 25, D.C.

The staff provides information to teachers and educational leaders from the United States and other countries and to government and voluntary agencies concerned with information and education programmes in the United States and overseas. The laboratory maintains a representative collection of textbooks, trade books, a variety of other materials currently in use in U.S. elementary and secondary schools, and professional books on education. The international collection of educational materials is made up of a limited number of textbooks and trade books, and of professional literature of various kinds published in other countries. This collection provides a vital resource for area specialists in the International Educational Relations Branch and for researchers in the fields of comparative education and international relations; it is of interest to many others who visit the laboratory. The laboratory serves as a clearing house of information on educational materials and as a display and reference centre. Its holdings constitute a research rather than a loan collection.

Reference works

The United States has a wide variety of reference sources in the field of education. Although areas remain to be charted and the increasing volume of educational literature calls for additional bibliographies and indexes, there is a good collection of library tools which unlock information on the subject of education. The basic bibliography and guide for the field is the textbook, *How to locate educational information and data* [2], which points out the main sources and suggests methods of procedure in using them. It is kept up to date by the general bibliographies of publications in the United States and by supplements to the *Guide to reference books* by Winchell [3].

The two major bibliographical works just mentioned are:

- 2 ALEXANDER, Carter; BURKE, Arvid J. *How to locate educational information and data: an aid to quick utilization of the literature of education*, 4th ed. rev. New York, Bureau of Publications, Teachers College, Columbia University, 1958. 419 p.

An outstanding survey of the important educational bibliographies and reference tools in the fields of education in the

United States. Also discusses methods to be used in investigating educational problems. Designed to be used as a textbook for individual or class study. The first source to be consulted.

- 3 WINCHELL, Constance M. *Guide to reference books*, 7th ed. Chicago, American Library Association, 1951. 645 p.
— *Guide to reference books. Supplement, 1950-1952*, by Constance M. Winchell and Olive A. Johnson. Chicago, A.L.A., 1954. 117 p.
— *Guide to reference books. Second supplement, 1953-1955*. Chicago, A.L.A., 1956. 134 p.
— *Guide to reference books. Third supplement, 1956-1958*. Chicago, A.L.A., 1960. 145 p.

The most complete guide to bibliographies and reference books in all subjects. Includes outstanding foreign publications. Subject arrangement; long annotations and introductory explanations preceding separate sections. Many cross references and a detailed author, title and subject index aid in locating specific books or particular types of material.

- 4 The principal dictionary in the field of education is GOOD, Carter V. *Dictionary of education*, prepared under the auspices of Phi Delta Kappa, 2nd ed. New York, McGraw-Hill, 1959. 676 p.

Concerned with the technical and professional terms and concepts in the entire area of education. Foreign educational terms most frequently employed in the study of comparative education in Canada, England, France, Germany and Italy are also defined. They follow the regular alphabetical arrangement.

Students in the field of education often need to consult other specialized dictionaries in such fields as statistics, sociology, psychiatry, and especially psychology. One dictionary in this last field is

- 5 ENGLISH, Horace B.; ENGLISH, A. C. *A comprehensive dictionary of psychological terms*. New York, Longmans, 1958. 594 p.

Encyclopaedias

- 6 *Encyclopedia of educational research: a project of the American Educational Research Association, a department of the National Education Association*, ed. by Chester W. Harris with the assistance of Marie R. Liba, 3rd ed. New York, Macmillan, 1960. 1,564 p.

Provides a critical evaluation, synthesis and interpretation of studies in education and related fields, arranged alphabetically by subject. Articles are signed and usually have long, selective bibliographies, with sometimes indication of needed research. A subject index on coloured paper inserted in the middle of the volume serves as a detailed guide to the contents. This new edition has been completely rewritten and contains many new contributors. It is kept up to date by the *Review of educational research* [75]. Because it is not an encyclopaedia of

education in the usual sense of that word, but is restricted to research, it is still necessary to consult the older work which follows:

- 7 *Cyclopedia of education*, ed. by Paul Monroe, with the assistance of departmental editors and more than 1,000 individual contributors. New York, Macmillan, 1911-13. 5 vols.

A scholarly work now much out of date but still useful for information on the history and philosophy of education. Has signed articles by specialists. Excellent illustrations. The scope of the work is general, including education in all countries and all periods, though American subjects receive the fullest treatment.

- 8 *Encyclopedia of modern education*, ed. by Harry N. Rivlin. New York, Philosophical Library, 1943. 902 p.

Useful as a source of brief, general information presented in signed articles on educational trends, policies and activities. The short bibliographies are usually limited to publications in the English language and draw heavily on secondary sources. [For a later adaptation in Spanish, see Argentina 7.]

Directories

Under this heading are listed a large variety of reference books used in the United States to answer the multitudinous questions asked by educators: location and brief description of specific colleges or school systems; names of administrative officers; tuition costs; standards of accreditation; names and addresses of educational associations; information on fellowships and loans, etc. No one book usually presents all the information needed and it is often necessary to consult several different volumes. For this reason, a large sampling of these directories is listed here.

- 9 AMERICAN ASSOCIATION OF JUNIOR COLLEGES. *1959 junior college directory, data for June 1, 1957 to May 31, 1958*, ed. by Edmund J. Gleazer, Jr. Washington, 1959. 52 p.

Lists all junior colleges, both accredited and non-accredited. Gives brief information as to name, location, administrative head, accreditation, control or affiliation, enrolment, faculty, etc. Arranged alphabetically by states. Includes a directory of junior college organizations and societies and an analysis of junior college growth.

- 10 AMERICAN COUNCIL ON EDUCATION. *American junior colleges*, ed. by Edmund J. Gleazer, Jr., 5th ed. Washington, 1960. 564 p.

A companion volume to *American universities and colleges* [11]. Arranged alphabetically by states, giving rather full information on name, location, history, accreditation, financial data, enrolment, buildings and equipment, faculty, etc. Also contains a discussion of the history and present status of junior college education.

- 11 ——. *American universities and colleges*, ed. by Mary Irwin, 8th ed. Washington, 1960. 1,212 p.

First published in 1928, this directory has been revised every four years. The most generally useful education directory for higher education. The main body contains descriptive data on 969 accredited universities and colleges in the United States, arranged alphabetically under each state. Has a good chapter on professional education. Many appendixes.

- 12 BLAUCH, Lloyd E. *Education for the professions*. Washington, U.S. Office of Education, 1955. 317 p.

Answers the need for a publication describing the principal features of professional education in the United States. Pulls together a mass of information on methods of preparation for specific professions. Arranged alphabetically by professions. Teacher education included on p. 221-9.

- 13 *College blue book*, 9th ed. Yonkers, N.Y., Christian E. Berckel, 1959. 1,168 p.

Imprint and editors vary. Irregular schedule of revisions. Presents a great amount of information about institutions of higher education in general in the United States. The main section, on 176 blue pages, tabulates the usual information on these institutions arranged alphabetically by states.

- 14 FINE, Benjamin. *American college counselor and guide, 1958-1959*. Englewood Cliffs, N.J., Prentice-Hall, 1957. 240 p.

An answer to questions which came to Mr. Fine during the twenty years he was educational specialist of the newspaper *New York Times*. An excellent summary of educational programmes for different professions, giving for each such information as standards of accreditation, tuition, student aid, course of study, etc. Under 21 different headings a more detailed tabular directory summarizes the information about accredited colleges and universities.

- 15 *Handbook of private schools: an annual descriptive survey of independent education*. Boston, Sargent, 1915- . Annual.

Title varies. A recent edition gives a list of 950 leading private schools, primary and secondary, arranged under eight sections of the U.S. For each school a description shows the programme, scope and objectives. There is also a descriptive list of 300 schools in 48 foreign countries of interest to Americans and a list of private schools in Canada.

- 16 LOVEJOY, Clarence E. *College guide: a complete reference book to 2266 American colleges and universities*. New York, Simon and Schuster, 1959. 290 p. Title varies.

Includes non-accredited as well as accredited institutions. Serves as an aid to counsellors, parents and students. Directed to the same audience as Fine's *American college counselor and guide* [14].

- 17 ——. *Vocational school guide: a handbook for job training opportunities*. New York, Simon and Schuster, 1955. 216 p.

A directory of 6,500 private and public schools in the U.S. organized by types of school: business and secretarial; nursing and medical technology; mechanical and technical trades; flying, etc. Multipurpose schools, including training for the

handicapped, also listed. Each class of school is introduced by a short description and summary of requirements. Individual schools are listed geographically.

- 18 OFFICE OF EDUCATION. *Directory of secondary day schools, 1951-52, showing accredited status, enrollment, staff, and other data*. Washington, GPO,¹ 1952. 169 p.

Both a directory of secondary schools in the United States and a roster of high schools which are accredited by state and regional accrediting agencies. Successor to the *Directory of secondary schools in the U.S.* (Circular no. 250) and to previous bulletins of the office listing schools accredited by state and regional accrediting agencies. Lists the 23,757 public secondary day schools in the United States and all accredited non-public high schools. Includes a list of schools located outside continental United States and its territories, accredited by the regional association of colleges and secondary schools.

- 19 ——. *Education directory, 1912-*. Washington, GPO, 1912-. Annual.

A continuation of the directory published as a chapter of the annual report of the Commissioner of Education, 1895-1911, and as a *Bulletin* of the Office of Education, 1912-41. Starting with 1942 issued separately as *Educational directory, 1941/42-1947/48*. Title was changed to *Education directory, 1948/49*. A useful annual varying in form and contents. Since 1934 has been issued in four parts: (1) Federal and state education officers; (2) County and city school officers; (3) Higher education (accredited institutions only); (4) Educational associations and directories. Since this directory appears each year, the names in Part 3 may be used as a check on those appearing in *American universities and colleges* [11], which appears only every four years.

- 20 Patterson's *American education*. Chicago, Illinois, Field Enterprises, Inc., 1950-. Annual.

Published as *Patterson's American educational directory* from 1904 to 1953. A comprehensive list arranged geographically by state. For each state gives personnel of state departments of education and county school superintendents. Then alphabetically under the names of cities and towns: public and private schools, colleges and universities. The main section is followed by many classified lists. Yellow pages furnish a buying guide for educational materials and equipment.

- 21 *Private independent schools, 1959: the American private schools for boys and girls*, ed. by M. A. Lyon. Wallingford, Conn., J. E. Bunting, 1959. 1,059 p.

As stated in the subtitle: a directory and guide for parents and teachers—boarding schools, day schools, and military schools, with or without church affiliations and operating for the most part as educational corporations under state charters.

The last titles in this section are on special aspects of higher education—in particular, scholarships and fellowships:

- 22 ASSOCIATION OF AMERICAN COLLEGES. *Fellowships in the arts and sciences*, 3rd ed., 1957-. Washington, 1958-.

Title varies. Gives information on pre-doctoral fellowships, post-doctoral fellowships for study abroad and summer study.

- 23 ——. *A Guide to graduate study: programs leading to the Ph.D. degree*. Washington, 1957. 335 p.

Offers a means of making comparisons among schools. Primarily intended for those who are interested in advanced study in the arts and sciences. Contains an alphabetical list of institutions offering programmes leading to the Ph.D. degree and an alphabetical subject list of fields of study for the degree.

- 24 COLLEGE ENTRANCE EXAMINATION BOARD. *The College handbook, 1941-*. New York, 1941-. Annual.

Title varies. For the member colleges gives programmes of study, admission requirements, expenses, financial aid, housing, etc.

- 25 FEINGOLD, S. Norman. *Scholarships, fellowships and loans*. Boston, Belham, 1949-56. 3 vols.

An extensive list of agencies administering scholarships, fellowships and loans other than those available directly from colleges and universities.

- 26 *National register of scholarships and fellowships, 1938-*. New York, World Trade Academy Press, 1957-.

Vol. 1. *Scholarships and loans*, ed. by J. L. Angel, 3rd ed. 1959. 435 p.

Vol. 2. *1958-59 fellowships and grants*, 2nd ed. 1958. 232 p.

Legislative and policy documentation

Under the federal system of government prevailing in the United States, there is a division of power between the central government and the government of the several constituent states. The Constitution of the United States makes no mention of education and the federal government has never established a general policy on what it should and should not do in that field. But even before the ratification of the Constitution, there had been government responsibility for education—first in the basic Land Ordinance of 1785 when the Continental Congress set aside the sixteenth section of every township in the western territory 'for the maintenance of public schools within the said township'. Again in 1787 the same Congress, in one of its last acts, established the Northwest Ordinance, which declared that 'schools and the means of education shall forever be encouraged' in the new area.²

These ordinances may have been regarded by the framers of the Constitution as the only statements needed concerning education in the new areas. Then,

1. The abbreviation GPO for Government Printing Office has been used throughout.

2. The text of the Constitution and these ordinances may be found in *Documents of American history*, 5th ed., by Henry Steele Commager. New York, Appleton-Century-Crofts [1949]. 759 p.

too, most of the original eastern states had in colonial days already established free public schools in many towns. Furthermore, under the concept of federalism, certain powers were to be distributed to the states. By the tenth amendment to the Constitution, 'powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people'. Thus, the right to organize, administer, and control the nation's schools passed to the people of the states, and education became primarily a function of the states and their subdivisions.

The legislative basis of education in the United States is complicated and it is difficult to steer a course through the maze of constitutional provisions, statutory enactments and significant court decisions. Direction in the use of some of these sources is given in Alexander and Burke [2], Chapter 19, 'Legal aspects of education', and in the following references:

- 27 PRICE, Miles C.; BITNER, Harry. *Effective legal research: a practical manual of law books and their use*. New York, Prentice Hall, 1953. 633 p.
Discusses the literature and procedures.
- 28 REMMLEIN, Madaline K. *School law*. New York, McGraw-Hill, 1950. 376 p. Appendix B. 'How to find a school law', p. 331-58.
- 29 REUTTER, Edmund E., Jr. *Schools and the law*. New York, Oceana Publications, 1960. 96 p. (Legal Almanac series, 17).
A non-technical presentation of specific aspects of the law affecting public schools.

Primary sources for federal legal documentation

Constitution. The federal constitution and the constitution of a particular state are usually placed at the beginning of each state code of general laws. The federal constitution appears in the *United States code* also, and in many general reference books. The state constitutions usually appear in the various state 'blue books'.

Statutes. [For references to editions of the *Statutes . . . of the United States*, etc., consult 3.] A recent compilation of laws dealing with education is available as follows:

- 30 'Title 20. Education'. In the *United States code*, 1958 ed., containing the general and permanent laws of the United States in force on 6 January 1959. Washington, GPO, 1959. p. 3649-724.

This section, which contains a consolidation and codification of all the general and permanent laws dealing with education, is divided into 19 different chapters under such headings as 'The Office of Education', 'Vocational education', 'Foreign and exchange students', 'Financial assistance in areas affected by federal activities', etc.

Secondary sources for federal legal documentation

Information on all aspects of education can be located by checking the *Education index* [152], where reference will be found to books, bulletins, reports and journals. The U.S. Office of Education and the National Education Association often publish annual, biennial or special compilations of laws and court decisions; these are very helpful to the general reader. Some examples follow:

- 31 NATIONAL EDUCATION ASSOCIATION. RESEARCH DIVISION. *High spots in state school legislation, enacted 1934-1937; 1941-1959*. Washington, 1935-. Annual.
Title varies. Summarizes important school legislation enacted in each state for the respective years. In the main the material is furnished by state education associations and is arranged in tabular form.
 - 32 ——. *The Teacher and the law*. Washington, 1959. 90 p. (Research monograph 1959-M3, School Law series).
Defines and describes the legal status of the public school teacher. Analyses the laws and court decisions.
 - 33 OFFICE OF EDUCATION. *Know your school law*, rev. ed., by Ward W. Keesecker. Washington, GPO, 1958. 30 p. (Bulletin 1958, no. 8).
A bibliography of annotated references to important literature on the laws relating to education, primarily since 1930. Subject index.
 - 34 ——. *State school legislation 1957*. Washington, GPO, 1959. 189 p. (Bulletin 1959, no. 10).
Brief résumé of the laws having statistical educational implications enacted by 46 state legislatures which met in 1957. Arranged alphabetically by state; under each state alphabetically by category.
- Each year the journal *School life* [49] contains a list of educational legislation for the year. For example: 'Legislation for education and defense in the 85th Congress, second session'. In: *School life*, vol. 41, no. 1, September 1958, p. 9.
- 'Federal laws for education, 86th Congress, first session'. In: *School life*, vol. 42, no. 3, November 1959, p. 22.

Another source of legislative information is the following weekly bulletin:

- 35 *Social legislative information service, 1944-* . Washington, The Service. Weekly.

Reports on federal social legislation and the activities of the federal agencies affecting family life, children and community services in the fields of health, education, welfare, housing, employment and recreation.

The federal government has authority over the standards of education only in those areas where it has direct legislative power, i.e., the District of Columbia, the territories and their possessions, the federal enclaves, such as forts and other military installations. It maintains also a number of service academies for the military establishments, such as the military, naval and air force academies. During emergency periods and times of crisis, the federal government through emergency legislation may assist school systems through direct operation of educational programmes or through relief funds.

One of the most influential federal grants for educational purposes was the Morrill Act of 1862 which created the land-grant colleges. Congress gave to the states many millions of acres of public land for the support of colleges offering programmes in agriculture, engineering and home economics. Since 1890 Congress has made regular annual appropriations of money for the promotion of education in the agricultural colleges. This education programme has been supplemented since 1914, when the Smith-Lever Act was adopted, with federal support for the Agricultural Extension Service.

Two other often quoted acts dealing with vocational education are the Smith-Hughes Act and the George-Barden Act. References which interpret these laws relating to vocational education and which list some of the texts are:

- 36 *Laws relating to vocational education and agricultural extension*, comp. by Elmer A. Lewis. Washington, GPO, 1954. 300 p.

A compilation of all federal laws on the subject beginning with the Smith-Lever Act of 1914 to and including public laws on education to the end of the Eighty-third Congress.

- 37 OFFICE OF EDUCATION. *Administration of vocational education: regulations for the administration of vocational education programs under the provisions of the Federal Vocational Education Acts*. Washington, GPO, 1958. 44 p. (Vocational Education bulletin no. 1, General series no. 1).

An appendix contains texts and extracts from acts dealing with vocational education.

The most recent statute, which extends a variety of forms of financial assistance for education—the National Defense Education Act of 1958—was adopted

to implement the extensive national, defence powers vested in Congress by the Constitution. This act, which became law on 2 September 1958, set up a four-year programme of about one billion¹ dollars in federal aid to education, following generally the proposals made by the President. It is administered by the Office of Education and is explained in:

- 38 DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. *Administration of public laws 874 and 815; 9th annual report of the Commissioner of Education*, June 30, 1959. Washington, GPO, 1960. 161 p.

The concerns of the national government in the field of education have been increasing. On the international level it provides services to and participates in the education programmes of such international organizations as the United Nations and its Specialized Agencies, the International Bureau of Education, the Organization of American States, and the South Pacific Commission. The Government maintains an international educational exchange service, gives technical assistance in various areas of educational activity, takes care of student visa problems, and performs services related to the evaluation and interpretation of foreign academic credentials.

On the national level, through various federal agencies the Government carries on specialized educational programmes, for example, the 'Agricultural Extension Service' and also the 'National School Lunch Program', both of which are under the Department of Agriculture. Among other programmes are the 'School Savings Program' (Treasury Department); 'Citizenship education for naturalized Americans' (Department of Justice); the 'Vocational Rehabilitation Program' (Department of Health, Education and Welfare); 'The education of Indians on Indian Reservations' (Department of the Interior); and the 'Armed Forces Education Program' for men and women in the Armed Forces, as well as for dependants of service personnel stationed overseas (Department of Defense).

One can find references to the wide range of federal agencies which carry on specific educational programmes by looking under the subject 'Education' in the index of the following official handbook of the federal government:

- 39 *U.S. Government organization manual, 1935-* . Washington, 1935- . Irregular.

The following study gives a good picture of the relation of the federal government to education prior to the establishment of the Department of Health, Education and Welfare:

1. One billion = one thousand millions.

- 40 ALLEN, Hollis P. *The Federal government and education. The original and complete study of education for the Hoover Committee Task Force on public welfare*. New York, McGraw-Hill, 1950. 333 p.

The full text of a report prepared at the Brookings Institute, Washington, D.C., in a study of federal policy and organization for education. In Appendix A, the Librarian of Congress states the library's activities which have reference to education.

Since the federal constitution is the supreme law of the land and imposes some limitations on the states, it is ultimately enforceable by the Supreme Court, and the federal government exerts great influence over education through court decisions. The following references explain the details connected with the relationship of the Supreme Court to education:

- 41 EDWARDS, I. Newton. *The Courts and the public schools: the legal basis of school organization and administration*, rev. ed. Chicago, University of Chicago Press, 1955. 622 p.

A ready reference volume on numerous questions of good school law.

- 42 SPURLOCK, Clark. *Education and the Supreme Court*. Urbana, University of Illinois, 1955. 252 p.

A compilation of Supreme Court opinions relating to education. Includes many excerpts of decisions which have become notable documents in the history of American education. Appendix A, p. 245-8, lists the portions of the U.S. Constitution which have a bearing on education cases. Appendix B, p. 248-52, explains by charts as well as by text how the Supreme Court functions.

[See also 43 and 44 for references to court decisions.]

From the beginnings of statehood in the United States some provisions for public education were written into the basic and fundamental law of each state. Today each provides under its constitution and its laws for a system of free, public education to the twelfth grade. Nearly every state requires regular attendance of children in a public school or a state-approved private school until they are of an age varying from 16 to 18 years. Moreover, each state maintains one or more colleges and universities which students may attend either free of charge or upon payment of tuition charges which generally are much less than those in private colleges and universities.

There are now 50 states and additional territories organized for public education. While no two are exactly alike either in organization or detailed procedures, there are many important similarities. Each has a chief state educational executive, usually called the State Superintendent of Public Instruction or

the Commissioner of Education. Every state has some type of state board, although the responsibilities of these boards vary from complete supervisory control of all educational activity to a very limited control over a very small part of education. While most state boards controlling some phase of public education are appointed by the governor, state superintendents are usually elected directly by the people, thus creating two types of control.

[For a listing of the principal state and territorial school officers, which shows also the internal organization of the state departments of education, see 19.]

As the federal government and the states are pledged to respect the rights and privileges of all citizens, they recognize the right of individuals and of religious and secular organizations to conduct private schools on all levels. These schools are and always have been a significant part of the nation's education resources. About 15 per cent of elementary school pupils and about 12 per cent of secondary school students are enrolled in private schools.

Information on state educational sources

Statutes. Each state publishes its own code of laws. The section dealing with education is often published separately and is available in that form. [See also 55 for information on laws of the states.]

Court decisions. The following two references deal with decisions relating to education:

- 43 *National school law reporter*, ed. by R. R. Hamilton. New London, Conn., Croft, 1955-. Semi-monthly. Loose leaf.

Discusses current problems and cites specific cases.

- 44 *Yearbook of school law*, ed. by M. M. Chambers, et al. Washington, American Council on Education, 1933-. Annual.

Imprint varies; publication suspended during 1943-49. Includes digests of court decisions affecting schools on all three levels as well as feature articles. Indexed in the *Education index* [152] and the *Index to legal periodicals*.

Although education is a state function, legislatures in each state have provided for establishing local school administrative districts for purposes of operating and maintaining the public schools. The governing body of the local school administrative district—commonly termed the board of education—is responsible for setting school policies in accordance with state law and with rules and regulations of the State Department of Education. Except in the smaller districts, school boards employ a superintendent of

schools who serves as the executive officer of the board. The functions of the board of education in determining educational policies, and of the superintendent of schools in executing these policies, cover a broad range of duties and responsibilities.

A description of the variety of local areas for school administration in the various states, together with a listing of the superintendents of county, supervisory district or union, city, town and urban schools arranged by states is found in the *Education directory* [19], Part 2.

Administration of the educational system

In the national government of the United States there is no department comparable to the Ministry of Education in other countries, which is usually co-ordinated with other departments of the national government. Instead, the U.S. Office of Education was established in 1867; it is headed by the Commissioner of Education. Since 11 April 1953 the office has been a constituent unit of the Department of Health, Education and Welfare, which in turn is headed by the secretary, a member of the President's Cabinet. The address is:

45 OFFICE OF EDUCATION

Department of Health, Education and Welfare,
Independence Avenue, S.W., Washington 25, D.C.

The office is the only federal agency whose total concern is education—a concern which covers all aspects of the educational system of the United States, with its many areas of subject matter, levels of instruction and types of schools. It works in partnership with individuals and groups for the improvement of education and co-operates closely with other government agencies, the states, professional groups and institutions, citizen groups and independent agencies. To carry out its responsibilities in the fiscal year 1960, the office required a staff of more than 1,000 and a budget for salaries and operating expenses alone of \$9.6 million.

In carrying out the functions authorized by the Congress, and in serving the cause of education, the Office of Education engages in four major areas of activity: (a) gathering and disseminating statistics and other information; (b) conducting educational surveys and research; (c) offering consultative services; and (d) participating in the distribution of federal funds provided by legislation for educational needs.

A typical activity in the first of these areas is the production of the exhaustive *Biennial survey of education in the United States* [162] which gathers and analyses statistics relating to education in the nation.

In the second area, surveys and research relating to school organization and administration, school building, teachers and teaching, curriculum, equipment, etc., are constantly being carried on.

Under area three, the office extends consultative services to state and local administrative agencies, and to public and

private educational institutions in the United States. Office specialists in many fields of educational interest participate in national and international conferences and workshops and otherwise co-operate with the profession and with organizations interested in educational problems.

Under area four, the office administers federally appropriated funds for federal programmes such as research, teacher education for mentally retarded children, agricultural and mechanical colleges, public library services, assistance to schools in federally affected areas, vocational and technical education, and for a variety of educational activities covering many crucial and emergency needs in education. In 1960 the office administered more than \$431 million in federally appropriated funds for the above purposes.

In all these areas, the responsibility and the influence of the office are constantly increasing, and the scope of its operations includes ever widening educational interests not only in the United States but throughout the world.

Since 1896, the Office of Education has had statutory responsibility (29 Stat. 140, 171) for making studies on education abroad and publishing bulletins in this field. Consequently the office has developed working relations with ministries of education and with educational institutions in many countries. Staff members make frequent trips abroad to collect materials on education. In turn, many representatives of foreign educational agencies visit the office. Through these personal contacts and through voluminous correspondence, the office provides information on educational development in the United States to many individuals and institutions, thereby contributing to the development of all levels of education abroad. Publications of the office are regularly sent to ministries of education in foreign countries.

For a picture of the internal organization of the Office of Education and a listing of the officials in the office, see the *Education directory* [19], Part 1.

To keep abreast of the numerous publications of the Office of Education several sources can be used. The most complete list of publications is found in the *United States government publications: monthly catalog* [53].

A useful list for the preceding year is prepared by the Office of Education in the following publications:

46 OFFICE OF EDUCATION. *Publications of the Office of Education*. Washington, GPO, 1960-. Annual.

Each year the January issue of the magazine *School life* [49] lists on the back cover those office publications from the previous year which are still in print, giving prices. Since 1929 most of the publications of the Office of Education are indexed in the *Education index* [152] under subject as well as issuing body.

A recent listing of publications is

47 ——. *Office of Education publications, 1937-1959*. Washington, GPO, 1960. 157 p.

Among the many materials published by the Office of Education, the following items, all of which appear regularly, may be mentioned:

Annual reports.

They have been issued since 1868, sometimes as separate reports but in recent years only within the annual report of the parent agency—first the Department of the Interior, then the Federal Security Agency, and now the Department of Health, Education and Welfare. These reports often include excellent studies of education in the United States and abroad, and they are useful in the study of the history of education. A recent report in this series is included in the following publication:

- 48 DEPARTMENT OF HEALTH, EDUCATION AND WELFARE. *Annual report, 1960*. Washington, GPO, 1960. 314 p.

Office of Education section on p. 179-229.

[See also 19 and 162.]

Two journals published by the Office of Education are:

- 49 *School life, 1918-* . Washington, D.C. Monthly except July, August and September.

Official journal of the Office of Education. Reports planning and action in the areas of research, services and grants; presents statistical information of a national character; summarizes laws affecting education both federal and state; announces its own publications. [See also information following item 34.]

- 50 *Higher education, 1945-* . Washington, D.C. 9 issues a year.

Contains information concerning federal activities related to higher education, reports of statistical and other studies of education made by staff members of the office, and materials from colleges and universities, educational organizations and associations.

For additional facts and explanations concerning education in the United States, consult the following references, each of which gives a brief summary. All have served as a foundation for the information in the previous sections:

- 51 OFFICE OF EDUCATION. *Education in the United States of America*. Washington, GPO, 1960. 134 p. (OE-10006).

A brief exposition designed for persons who are not acquainted with educational programmes and their organization in the United States.

- 52 ——. *Progress of public education in the United States of America, 1959-60*. Washington, GPO, 1960. 68 p. (OE-10005).

A summary report of the office to the Twenty-third International Conference on Public Education, held in Geneva, Switzerland, from 6 to 15 July 1960, jointly sponsored by Unesco and the International Bureau of Education [International sources 5]. Published in four languages: English, French, Spanish and Russian.

See also the *World survey of education*, [International sources 8] which contains on p. 818-27 a brief survey prepared by the Office of Education on education in the United States.

Government documents are usually published in complicated series. It is impossible to list here all the bibliographies, catalogues and indexes which exist to help an inquirer find specific material in these documents. [For these reference tools, see 2 and 3, which include directions for their use.]

A few general references which are readily available in most libraries and are easily used by the general reader are listed here.

A complete set of federal documents will be found in the Library of Congress and in many large public and university libraries. The best source for locating recent publications of the federal government is the following:

- 53 SUPERINTENDENT OF DOCUMENTS. *United States government publications: monthly catalog, 1895-* . Washington, GPO, 1895- . Monthly.

A current bibliography of publications issued by all branches of the Government, including both the congressional and the department and bureau publications. Each issue contains a list of the documents published during the month, arranged by department and bureau, with indication, for each publication, of its full title, date, paging, price, etc. An annual index in each yearly volume and an author and subject index in each monthly issue. Supplemented by:

- 54 ——. *Price lists*. Washington, GPO, 1898- . Annual.

Gives materials already included in the *Monthly catalog*, but issued as separate subject lists to assist in selection. Notes price, indicates whether material is still in print, and supplies many useful annotations. The list on 'Education' is of special interest here.

State and territorial departments of education are sources for information about education within their jurisdiction. Also, the Department of the Interior, Washington, D.C., has data for American Samoa, Guam, the Trust Territories, and the Virgin Islands.

Official documents of a particular state can usually be found in the state library, historical society, and archives. Some larger public and university libraries have sets of documents from various states. A discussion of the state school systems and the educational laws is found in the following references:

- 55 COUNCIL OF STATE GOVERNMENTS. *The Book of the states, 1935-* . Chicago, 1935- . Biennial.

Includes a section on education. The appendix contains many tabular summaries. Not so extensive as the council's *Forty-eight school systems* [56], but more up to date.

- 56 COUNCIL OF STATE GOVERNMENTS. *The Forty-eight state school systems*. Chicago, 1949. 245 p.
A study of the organization, administration, and financing of public elementary and secondary education.

The most complete listing of state publications is found in this monthly publication:

- 57 LIBRARY OF CONGRESS. *Monthly checklist of state publications, 1910-*. Washington, GPO, 1910-.
Arranged alphabetically by the names of the states and territories. Though limited to those publications received by the Library of Congress, it is nevertheless approximately complete, as that library aims to acquire all such material issued. Annual index.

Collections of the local public documents of any state are likely to be at its state library, historical association, archives, or state university library. Unfortunately, there are few general indexes or checklists for these numerous publications. Two references may prove helpful:

- 58 *Public affairs information service bulletin, 1915-*. New York, Public Affairs Information Service. Weekly.
Lists a number of municipal publications.
- 59 *The Municipal year book, an authoritative résumé of activities and statistical data of American cities, 1934-*. Chicago, International City Managers' Association, 1934-. Annual.

Provides information on the current problems of cities throughout the country—with facts and statistics on individual city activities and with analyses of trends by population groups. A brief section on education is included.

Financial support for education comes from three levels of government: federal, state, and local school administrative units within each state. Each makes a contribution to the financial support of public education. The approximate national average expenditures supplied from each of these sources for operation of public elementary and secondary schools are: local, 56 per cent; state, 40 per cent; and federal, 4 per cent.

The proportion provided by state funds has been increasing steadily in recent years, about 10 per cent since 1940, thereby causing a corresponding decrease in local contributions. The federal proportion has increased from approximately 1.7 per cent to 4 per cent in the same period. It must be noted that the contributions from state sources indicated above are a national average which varies widely from state to state, reaching approximately 90 per cent at one extreme, and less than 10 per cent at the other.

The following two references give additional information on this subject:

- 60 AXT, Richard G. *The Federal government and financing higher education*. New York, Columbia University Press, 1952. 295 p.
Published for the Commission on Financing Higher Education. In three parts: the issues and historical background; major federal programme in higher education; federal aid, scholarships, and defence.
- 61 MORT, Paul R.; REUSSER, Walter C. *Public school finance*, 2nd ed. New York, McGraw-Hill, 1951. 639 p.
Discusses the structure, background, and operation of public school finance.

Structure and organization

Education in the United States is organized on three levels: elementary schools; secondary schools, usually known as high schools (academic, vocational, technical); and universities, colleges, and professional schools, usually referred to as higher educational institutions. There are also special schools for adults, vocational schools, and schools for children with special problems and needs. Non-public schools of the various types are organized as to levels of instruction in a manner generally paralleling the organization of public schools. Pupils may and do transfer freely between public and non-public schools.

On the levels of elementary and secondary education there are three principal plans of organization: the 8-4 plan, meaning that after nursery and kindergarten the pupil spends eight years in the elementary school and four years in the high school; the 6-3-3 plan, meaning that after kindergarten the pupil spends six years in the elementary school (grades 1 to 6, inclusive), three years in the junior high school, and three years in the senior high school; the 6-6 plan, meaning that he spends six years in the elementary school and six years in the high school.

The term 'higher education' includes those educational programmes which require for admission the completion of approximately 12 years of previous schooling or its equivalent. There are more than 2,000 recognized institutions of higher education in the U.S. See *Education directory* [19], Part 3, for a list.

Higher education is supported by funds from two sources: public or governmental agencies; and

private individuals, groups and agencies. A public supported institution is financed in large part from tax revenues; in addition to student fees, a privately supported institution is financed by individuals or by ecclesiastic, philanthropic, or other non-governmental organizations.

Accreditation, one of the strongest forces in American higher education, provides for the maintenance of a minimum standard of acceptable quality. It is conducted by six regional, one state and twenty-five professional, nationally recognized agencies. These voluntary, non-governmental agencies establish educational standards and accord recognition to institutions that conform to them. Additional information concerning accreditation can be found in the introduction to the *Education directory* [19], Part 3, in *American universities and colleges* [11] and in the reports of the accrediting bodies.

The number of years required for teacher preparation has been increasing rapidly. Average preparation today for both elementary and high school teachers includes more than three years of college work beyond twelve years of elementary and secondary schooling. However, the preparation required varies greatly among the states, among school systems within the states, and among different teaching positions. Two years of study above college graduation is the average preparation of faculty members in colleges and universities. Accredited colleges and universities require most newly appointed faculty members to have a doctor's degree, representing three or more years of university graduate work.

Every state in the union makes provisions for issuing one or more types of certificates for public school teachers. Usually this is done through the state board of education, state department of education, or the superintendent of public instruction. No two states have exactly the same certification requirements. These vary with the subject or field for which teachers are certificated, with the duration of the life of the certificate, and with other factors.

Two manuals which describe the certification requirements in general and give definite information on the requirements of each state are listed here:

- 62 ARMSTRONG, W. Earl; STINNETT, T. M. *A Manual of certification requirements for school personnel in the United States, including requirements in the fifty states, the District of Columbia, and Puerto Rico*. Washington, NEA, 1955-. Biennial.

Title varies. Description of policies and trends, certification requirements for teachers, supervisors, administrators, and special school personnel. Arranged alphabetically by state.

- 63 WOELLNER, Robert C.; WOOD, W. Aurilla. *Requirements for certification of teachers, counselors, librarians, and administrators for elementary schools, secondary schools, junior colleges, 1935-*. Chicago, University of Chicago Press, 1935-. Annual.

Recommendations for certification requirements, both regional and national. Arranged alphabetically by state.

Some of the states publish certification requirements for teachers within that state. At times it is therefore necessary to go to these specific state lists.

School supervisors and boards of education in many localities require teaching applicants to submit scores on the

- 64 *National teacher examinations*. Princeton, N.J., Educational Testing Service, 1940-58.

Designed to provide objective measurements of some of the knowledge and abilities expected of teachers.

Sometimes a manual is prepared explaining the certification requirements for one particular type of position. An example is:

- 65 OFFICE OF EDUCATION. *Certification of school librarians: a compilation of state requirements, 1958*, by Mary Helen Mehar. Washington, GPO, 1958. 73 p. (Bulletin 1958, no. 12).

The following references give additional information on the organization and structure of the American school system:

- 66 CHAMBERLAIN, Leo M.; KINDRED, Leslie W. *The Teacher and school organization*, 3rd ed. Englewood Cliffs, N.J., Prentice-Hall, 1958. 550 p.

Presents an understanding of the scope of American education and a picture of its organizational and administrative pattern on all levels.

- 67 DE YOUNG, Chris A. *Introduction to American public education*. New York, McGraw-Hill, 1955. 604 p. Designed to give a broad view of America's total system of education.

Educational studies and research

Research today forms an important part of the activities of universities and colleges, state and federal government agencies, business organizations, industrial concerns, and private foundations. It is financed by all these groups with public and private funds, as well as by students and scholars who are working on their individual dissertations and studies. A picture of the beginnings of educational research

in the United States and a list of some of the outstanding research literature is found in the following reference:

- 68 WALKER, Helen M. 'Twenty-five years of educational research'. In: *Review of educational research* (Washington, American Educational Research Association), vol. 26, no. 3, June 1956, p. 199-344. The U.S. Office of Education, more fully described above [45], conducts two types of research: research within the office by staff specialists; and co-operative research with colleges, universities and state educational agencies. It provides financial support for research related to education through the 'Cooperative Research Program'. This programme, which began in July 1956 and is operated under the terms of Public Law 531, Eighty-third Congress, aims to develop new knowledge about major problems in education, and to devise new applications of existing knowledge in solving such problems. Sources listing co-operative research projects are:

- 69 OFFICE OF EDUCATION. *Cooperative research projects, fiscal 1958*. Washington, GPO, 1959. 52 p. (Bulletin 1959, no. 18).

The second report in this series. Most of the research reported in this bulletin is still under way. The report is to be supplemented by a quarterly bulletin listing the research projects under contract:

- 70 *Projects under contract*.

May be obtained by writing directly to the Office of Education, Division of Statistics and Research, Cooperative Research Branch.

- 71 *Newsletter*, January 1960-

A series which will be published several times a year and will keep interested individuals informed of the major activities and events associated with the work of the Cooperative Research Branch.

- 72 OFFICE OF EDUCATION. *Reporter: clearinghouse of studies on higher education*. Washington, GPO, 1959. 78 p. (Circular no. 562, March 1959).

A list of titles of institutional research studies completed since 1950, grouped under 24 different categories of higher education. Contains a list of institutional representatives and sources of the studies reported.

- 73 —. *Special reports: clearinghouse of studies on higher education*. Washington, GPO, 1959. 59 p. (Circular no. 563, March 1959).

A selection from the reports of research done by or for institutions of higher education listed in the *Reporter*. For each report a four-page summary explains the purpose, programme, methods, findings, etc., ending with the name of the contact reference.

- 74 —. LIBRARY SERVICES BRANCH. *Library research in progress*, no. 1-2, October 1959, January 1960. Washington, GPO, 1959-60.

An occasional bulletin designed to serve as a clearing house of information about research projects currently under way in all areas of library science.

The National Education Association [138] plays an important part in educational research. In 1932 it established its Research Division; and in 1930 broadened its scope by the admission of the American Educational Research Association as a department with the Research Division serving as the administrative unit. This union of effort made it possible to produce the *Review of educational research*, listed below, and later the *Encyclopedia of educational research* [6].

- 75 *Review of educational research*. Washington, American Educational Research Association, a Department of the NEA, 1931- . 5 issues a year.

Covers 11 large sub-divisions of education in a three-year cycle. Sometimes covers foreign research: 'Educational research in countries other than the U.S.A.' deals with the 1950-56 period and is found in vol. 7, no. 1, February 1957, p. 1-158. A special index for the first 12 years appeared in 1944; thereafter the index appears in the last issue of each year. Since each issue contains a review of the literature of one topic for the previous three years, the latest will bring its subject very nearly up to date. Plan is similar to the *Encyclopedia of educational research* [6].

The NEA also provides an Educational Research Service on a subscription basis. One of the special services rendered to subscribers is their Research Service *Circulars* which are issued 8 to 12 times a year. They vary in subject matter, some of them presenting information on current administrative problems and practices as reported by individual school districts of various sizes. One is

- 76 'Questionnaire studies completed, bibliography no. 30, 1958-1959'. *Circular* (Washington, NEA, Educational Research Service), no. 9, December 1959. 16 p.

An annotated list of studies, many of them prepared by school districts, cities, etc. Valuable source of school statistics.

The research worker in education should start with the *Encyclopedia of educational research* [6]. This will provide summaries of outstanding research in the field, some indication of needed research, and bibliographies. This information will be supplemented and brought up to date by the *Review of educational research* [75] and the *Education index* [152].

In addition to the work carried on by voluntary organizations and many professional associations interested in specific subjects, extensive research is organized in public agencies such as state and local school systems, and in public and private agencies

such as colleges, universities and foundations. Many state and city departments of education have research divisions and the universities with schools of education produce various types of research studies, some of them published, others only in manuscript form. Two sources of research agencies and studies are listed here:

- 77 CHILDREN'S BUREAU. CLEARING HOUSE FOR RESEARCH IN CHILD LIFE. *Research relating to children: an inventory of studies in progress*. Bulletin 1: 1 December 1948 to 30 June 1949. Washington, GPO, 1950-. Semi-annual.

Also includes those studies leading to a master's degree which have been completed. Arranged under broad subject headings. Has a subject index and an index of investigators. Available only to libraries, heads of departments and directors of research.

- 78 YOUNG, Raymond J. *A Directory of educational research agencies and studies*, rev. Bloomington, Indiana, Phi Delta Kappa, 1959. 91 p.

A valuable up-to-date list of research agencies in colleges, universities, state education departments, large city school systems, and educational associations. Indicates type of research the agency undertakes, studies completed, the method of publication. Sets forth in handy form much information formerly hidden in college catalogues, state and association directories and handbooks. Complements *Research studies in education* [81].

On the university level the lists of theses and dissertations provide sources of research information. Outstanding bibliographies of the more recent of these studies are listed here. For earlier lists, consult Winchell [3].

- 79 *Doctoral dissertations accepted by American universities*, nos. 1-22, 1933/34-1954/55. Compiled for the Association of Research Libraries. New York, Wilson, 1934-55. Annual. Discontinued.

A list of dissertations arranged by subject and then by university, giving for each: author, title, and for those printed, complete bibliographical data. Alphabetical author index. Continued by the 'Index to American doctoral dissertations' published each year as one issue of:

- 80 *Dissertation abstracts: a collection of abstracts of doctoral dissertations and monographs which are available in complete form on microfilm*. Ann Arbor, Michigan, University Microfilms, 1938-. Monthly.

Before 1952 known as *Microfilm abstracts*. In order to make doctoral dissertations available without the high cost of printing, some dissertations are now microfilmed in full and copies are available for sale through University Microfilms. Abstracts of these dissertations are listed monthly under academic subjects. Each issue has an author index. There is an annual cumulation of abstracts and indexes. Starting

with the 1955/56 volume, one issue each year contains the 'Index to American doctoral dissertations', which attempts to list all United States' doctoral dissertations accepted during the year. This publication picks up where the Wilson list, *Doctoral dissertations accepted by American universities* [79] left off.

- 81 *Research studies in education: a subject index of doctoral dissertations, reports, and field studies, 1941-1951*, by Mary D. Lyda and Stanley B. Brown. Boulder, Colorado, Phi Delta Kappa, 1953. Unpaged.

A subject compilation of the dissertations, reports and field studies over a 10-year period. Taken from the section 'Social sciences—Education' of *Doctoral dissertations*... [79]. The supplement for 1952 has been interfiled with the main volume, which is in loose leaf form.

- 82 *Research studies in education, 1953- : a subject-author index and research methods bibliography*. Editors vary. Bloomington, Indiana, Phi Delta Kappa, 1954-. Annual.

A compilation of three lists which were published separately before 1953: doctoral studies completed; doctoral studies under way; research methods bibliography. Serves as a supplement to *Research studies in education* [81]. This series also serves to carry on the information reported in *Bibliography of research studies in education, 1926/27-1939/40*, prepared by the Office of Education and discontinued in 1942.

- 83 IOWA STATE TEACHERS COLLEGE. BUREAU OF RESEARCH. *Master's theses in education, 1951/52-*. Cedar Falls, Iowa, Bureau of Research, Iowa State Teachers College, 1953-. Annual.

An attempt to list all the master's theses in education accepted for that year in the United States and Canada. Listed alphabetically by author under broad subjects. The 1958/59 issue reports 3,031 thesis titles reported by 403 co-operating institutions.

[See also 77 and Austria 105.]

There are numerous listings of dissertations and research studies on special subjects. Three of these follow:

- 84 DEPARTMENT OF STATE. BUREAU OF INTELLIGENCE AND RESEARCH. *External research: a listing of studies currently in progress*. Washington, 1952-. Annual.

Some numbers are issued in revised editions. A series of research lists based on the catalogue of social science research on foreign areas compiled by the external research staff from information furnished by private scholars throughout the country. Includes only research projects reported in progress; completed research is reported in a separate listing.

- 85 EELLS, Walter C. *American dissertations on foreign education*. Washington, NEA, Committee on International Relations, 1959. 300 p.

A bibliography listing nearly 5,700 doctor's dissertations and master's theses written at American universities and colleges concerning education or educators in foreign countries and education of groups of foreign birth or ancestry in the United States from 1884 to 1958. Arrangement is by country, with author and subject indexes. Where applicable, publication and abstract data are given.

- 86 STUCKI, Curtis W. *American doctoral dissertations on Asia, 1933-58; including appendix of master's theses at Cornell University*. Ithaca, N.Y., Cornell University, Southeast Asia Program, Department of Far Eastern Studies, 1959. 131 p. Mimeographed. (Cornell University, Department of Far Eastern Studies, Southeast Asia Project, Data paper, no. 37).

Some listings of studies on special subjects appear regularly in issues of the official journal of the subject—such as the *Journal of teacher education*, *Modern language journal*, and *Speech monographs*.

Research under way is difficult to establish. Some information is given in *Research studies in education* [81] and in *Research relating to children...* [77].

Under the heading 'Education, comparative' in bibliographical sources such as the *Cumulative book index* [101] and *The American book publishing record* [103] most of the books published in the comparative education field can be traced. Periodical material can be traced through the *Education index* [152] under the same heading. However, the following new journal should be noted:

- 87 *Comparative education review*, 1957- . New York. 3 issues a year.
Official organ of the Comparative Education Association.

Current programmes and problems in comparative education research are reviewed in

- 88 CONFERENCE ON COMPARATIVE EDUCATION. *Research in comparative education: proceedings of the annual conference on comparative education, School of Education, New York University*, ed. by W. W. Brickman. New York, New York University, School of Education, 1952-59. 4 vols.

The following bibliography lists the Office of Education's contributions in this field:

- 89 OFFICE OF EDUCATION. DIVISION OF INTERNATIONAL EDUCATION. *Bibliography: 1959 publications in comparative and international education*, prepared by the staff of International Educational Relations. Washington, GPO, 1960. 118 p. (Studies in Comparative Education).

The fourth bibliography in this series. Lists general publications and those relating to specific areas and countries, arranged alphabetically by country.

One of many works in the field of comparative education is

- 90 CONANT, James Bryant. *Education and liberty, the role of the schools in a modern democracy*. Cambridge, Mass., Harvard University Press, 1953. 168 p.

To answer the question how best learning can be diffused and men of 'worth' and 'genius' completely educated, Mr. Conant compares the British, Australian and New Zealand systems with the American.

See also *Review of educational research* [75].

Textbooks and instructional materials

Educational books in the United States are published by textbook, trade, university, and specialized publishers. Although trade book publishers produce primarily for the retail trade, some also publish general educational books and textbooks. Audio-visual materials are produced by both specialized firms and some larger textbook and trade publishers. Most of the larger publishers and audio-visual producers belong to professional and trade associations which engage in various activities such as promoting reading, analysing trends, and furnishing information. Some of these associations are the American Book Publishers Council, the American Textbook Publishers Institute, and the National Audio-Visual Association.

The following manual is a recent introduction to materials:

- 91 SHORES, Louis. *Instructional materials: an introduction for teachers*. New York, Ronald Press, 1960. 408 p.

Intended as a textbook and a guide for teachers in service. Identifies all major types of instructional materials used by teachers, and for each type gives some historical background, criteria and sources for selection, representative examples, and suggestions for use.

Some indication of the variety of publishing patterns in the United States can be found in the following references:

- 92 LEHMANN-HAUPT, Hellmut. *The Book in America: a history of the making and selling of books in the United States*, 2nd ed. New York, Bowker, 1951. 507 p.
- 93 SCHICK, Frank L. 'Trends in American book publishing'. In: *Library trends* (Urbana), vol. 7, July 1958, p. 3-233.

Publishers of educational books can be traced through various guides. A list of 170 textbook publishers is given in *Textbooks in print* [97]. An extensive list of various types of publishers is found in all bound volumes of the *Cumulative book index* [101], while a list of all publishers who issued books in the United States in the previous year appears annually in the spring announcement issue of *Publishers' weekly* [102]. The most complete list (about 2,500 publishers) is that in:

- 94 *American book trade directory*. New York, Bowker, 1915-. Triennial (slightly irregular).

Most of the textbooks used in United States schools are produced by commercial publishing houses. The variety and number used by students in various levels of education make textbook publishing a large scale business. Free textbooks are provided for elementary and secondary school pupils in most states and cities and the trend is moving further in this direction.

The federal government has no control over the selection of textbooks. However, more than half of the states either select the textbooks which are to be used by the public schools or have a list of those approved for such use. There is a trend away from the adoption of a single textbook in each subject and toward multiple adoption on both state and local levels. A survey of the extent to which teachers and administrators in schools and school districts take part in the selection of textbooks is given in

- 95 OFFICE OF EDUCATION. *Curriculum responsibilities of state departments of education*, by H. Cummings and Helen K. Mackintosh. Washington, GPO, 1958. 76 p. (Misc. no. 30).

Textbook selection and state requirements are on p. 20-6.

The following publication indicates textbook provisions in urban districts:

- 96 'Textbook provisions in 624 urban school districts.' *Circular*, 1959, no. 6. Washington, NEA Research Service, 1959. 35 p.

The most complete list of textbooks on the elementary and secondary school level appears annually in

97 *Textbooks in print*, 1893-. New York, Bowker, 1893-. Annual.

Formerly the *American education catalog*. Arranged by subject, with author and title index. Lists books in series and is useful in verifying titles and checking prices.

Three other special lists of educational books follow:

- 98 'Educational books (of the year)', comp. by Enoch Pratt Free Library, Education Department. In: *Educational horizons*, 1954-. Spring issue. Annual.

A comprehensive listing of books, pamphlets, monographs, yearbooks, and issues of journals devoted to a single topic in education which appeared the previous year. Excluded are elementary and secondary school textbooks, courses of study, and reports of school superintendents. Classified but not annotated. Appeared in other journals for previous years: 1928-47 in *School and society*; 1948-52 in *Phi Delta Kappan*; 1953 in *Pi Lambda Theta journal*.

- 99 'Outstanding educational books (of the year)', comp. by Enoch Pratt Free Library, Education Department. In: *NEA journal*, 1924-. May issue. Annual.

A reliable selection of the most important education books to appear in one year. Includes new editions as well as new titles. Formerly called 'Sixty educational books of the year'. Annotated.

- 100 STOKES, Katharine M. *Books recommended for teacher education: a study toward the completion of a core list*. University of Michigan, 1959.

Unpublished Ph.D. thesis. Available from University of Michigan Library on interlibrary loan, or on microfilm from University Microfilms, Ann Arbor, Michigan, by purchase. This is a list of 1,000 titles which were found to be most useful to librarians in 25 teachers' colleges.

In addition to the special lists of educational books, there are general bibliographies and other tools which include educational books. The most important are noted below.

Practically all the trade books published in the United States are listed in the

- 101 *Cumulative book index*, 1928-. New York, Wilson. A monthly author, title and subject list which cumulates into annual and finally into four-year volumes. Books in the field of education can be found under appropriate headings. Supplemented by:

- 102 *Publishers' weekly*, 1872-. New York, Bowker. Weekly.

Contains an author listing of new books, plus the Dewey Decimal Classification number and the subject cataloguing entries as supplied by the Library of Congress.

The following two works are also helpful:

- 103 *The American book publishing record*, 1960-. New York, Bowker. Monthly.

A cumulation, by subject, of books listed in *Publisher's weekly* [102].

- 104 *Books to come*, 1959-60. New York, Bowker. 6 issues a year.

A classified subject listing of new books, one to four months before publication, with an author and title index.

In order to find out what books are still in print or what changes in price have occurred, one can consult the two works below:

- 105 *Books in print*, 1948- . New York, Bowker, 1948- . Annual.
- 106 *Subject guide to Books in print*, 1957- . New York, Bowker, 1957- . Annual.
As *Books in print* [105], an index to *Publishers' trade list annual*, which is a collection of publishers' catalogues.

Another tool in keeping up with current books published, as well as supplying pertinent information for libraries, is furnished by the Library of Congress printed catalogue cards and proof sheets of these cards. The cards and/or proof sheets may be obtained for separate subject fields, such as education, and can be sent automatically on a subscription basis. Catalogue cards for individual titles are also sold by the Library of Congress on a non-subscription basis.

The following sources are of assistance to educators in keeping informed about the latest films, filmstrips, and other phases of audio-visual instruction as well as free and inexpensive teaching materials:

- 107 McCLUSKEY, Frederick D. *The A-V bibliography*, 2nd ed. Dubuque, Iowa, Wm. C. Brown Co., 1955. 218 p.
The only consolidated listing of books, parts of books, theses and magazine articles on audio-visual instruction.
- 108 *Educational film guide*, 11th ed. completely rev. New York, Wilson, 1953. 1,037 p.
Classified subject list of 11,000 16 mm. motion pictures intended for educational use. Supplemented by an alphabetical title and subject index. Film reviews are noted.
- 109 *Educational film guide. Supplement, 1954-1958*. New York, Wilson, 1958. 448 p. Continued by annual supplements.
More than 6,000 additional films arranged alphabetically by title. Subject index and directory of main sources.
- 110 *Educators guide to free filmstrips*. Randolph, Wisconsin, Educators Progress Service, 1949- . Revised annually.
The filmstrips are listed alphabetically by title under 14 curricular areas. Title index, subject index, and alphabetical list of organizations from which filmstrips may be obtained.
- 111 *Educators guide to free tapes, scripts and transcriptions*. Randolph, Wisconsin, Educators Progress Service, 1955- . Annual.
The sixth edition lists 100 free tapes, 277 free scripts, and 134 free transcripts. Alphabetical title listing under broad areas. Title, subject, and source indexes.
- 112 *Filmstrip guide*, 3rd ed. completely rev. New York, Wilson, 1954. 410 p. Revised supplement, 1955-58.

Continued by annual supplements. Filmstrips are now arranged alphabetically by title. Subject index.

- 113 INDIANA UNIVERSITY. AUDIO VISUAL CENTER. *Educational television motion pictures, 1958 catalog*. Bloomington, Indiana, Indiana University, 1958. 205 p.
Lists and describes 777 television programmes available to schools, organizations, and individuals for non-television and non-theatrical use.
- 114 NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF AUDIO-VISUAL INSTRUCTION. *National tape recording catalog*, 2nd ed. Washington, NEA, 1957. 76 p.
Arranged in three parts: Part I for 1954; Part 2 for 1955; Part 3 for 1956. The programmes are arranged alphabetically by title within each of the three parts. A subject index covers all programmes included in the catalogue.
— . — . *National tape recording catalog. Supplement to the second edition*. 1958. 28 p.
The U.S. Office of Education publishes various bulletins and pamphlets in this field. Two of them are suggested here:
- 115 OFFICE OF EDUCATION. *A Directory of 3,600 16 mm film libraries*, by Seerley Reid, Anita Carpenter, and Annie R. Daugherty. Washington, GPO, 1959. 236 p. (Bulletin 1959, no. 4).
- 116 — . *U.S. governmental films for public educational use*, by Seerley Reid and others. Washington, GPO, 1955. 651 p. (Bulletin 1955, no. 1). *Supplement no. 1*. 91 p. (Bulletin 1957, no. 6).

Other pertinent titles include:

- 117 *The Audio-visual equipment directory*. Fairfax, Virginia, National Audio-Visual Association, 1953- . Annual.
All models are listed alphabetically by company names and then in ascending order by price and model feature.
- 118 *Elementary teachers guide to free curriculum materials*. Randolph, Wisconsin, Educators Progress Service, 1944- . Annual.
A selective list of more than one thousand items revised and brought up to date annually. Main listing is alphabetical by subject. There is a title and subject index.
- 119 *Free and inexpensive learning materials*. Nashville, Tenn., George Peabody College for Teachers, Division of Surveys and Field Service, 1941- . Approximately biennial.
A list of selected materials costing 50 cents or less. Arranged in alphabetic subject list; frequent annotations. Complete information for ordering is given in main list.
- 120 SALISBURY, Gordon; SHERIDAN, Robert. *Catalog of free teaching aids*. Riverside, California, 1959. 180 p.

Name and address of more than one thousand organizations whose materials are listed. Arranged alphabetically by subject.

- 121 *Sources of free and inexpensive materials*. Chicago, Field Enterprises, Educational Division, 1958. 192 p.

An alphabetic list of names and addresses of organizations and agencies which supply free and low-cost educational materials. Subject index.

- 122 *Vertical file index*. New York, Wilson, 1935- . Monthly with annual cumulation.

Formerly known as the *Vertical file service catalog*, this index is an annotated subject list of pamphlets, booklets, leaflets, maps, charts, mimeographed bulletins, and other inexpensive materials.

Attention should be called to the department of the NEA devoted to audio-visual instruction. This association was established in 1923 and in 1947 changed its name to Department of Audio-Visual Instruction. Among its publications are these two journals:

- 123 *Audio-visual communication review*, 1953- . Quarterly.
A research journal.

- 124 *Audio-visual instruction*, 1956- . 9 issues a year.
Formerly *Instruction materials*.

The current national emphasis on the discovery and utilization of talented youth has created a rapidly increased demand for the use of standardized tests. The following excellent bibliography of tests is available:

- 125 BUROS, Oscar K., ed. *The Fifth mental measurements yearbook*. Highland Park, N.J., Gryphon Press, 1959. 1,241 p.

Lists all commercially published tests—educational, psychological, vocational—published as separates in English speaking countries in the period 1952-58. Tests are listed alphabetically by title under 14 broad subjects. For each: complete bibliographical information, price, etc., followed by extensive reviews by one or more test experts. There is a classified index of the 957 tests included and a similar arrangement of the information and reviews of the 485 books on testing. This fifth yearbook supplements rather than supplants the earlier volumes in this series, which are listed here:

Mental measurements yearbook of the School of Education, Rutgers University, 1938, 1940, 1949, 1953, 1959. 1st-5th. New Brunswick, N.J., Rutgers University Press, 1938-59. 5 vols. Name of publisher varies.

In preparation is a comprehensive bibliography of titles and basic information on all tests published in English speaking countries. This booklet is to be entitled *Tests in print*. It will serve as something of

an index to the set of five *Mental measurements yearbooks*.

Many state departments of education, local school systems, and teachers' colleges issue courses of study, curriculum guides, and other teaching materials. These are publications intended to assist teachers in their day-to-day operations; they generally contain references to printed and other instructional materials. Many of these materials are not available for general distribution; to obtain them it is usually necessary to write directly to the issuing agency.

A list of recent curriculum materials is

- 126 ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *Curriculum materials*. Washington, 1945-47- . Annual. Title varies.

Lists (by various types and subject areas) the curriculum materials exhibited at annual conferences of the association, a department of the National Education Association.

An example of a specialized list is

- 127 OFFICE OF EDUCATION. *State curriculum guides in science, mathematics, and modern foreign languages: a bibliography*. Washington, GPO, 1960. 28 p. (OE-33012, Circular no. 627).

A good selective list, but unfortunately not available and out of date, is the following:

- 128 ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *List of outstanding curriculum materials, 1951-1954*. Washington, 1955. 35 p. Out of print.

Lists 283 courses of study, teachers' guides and manuals, resource units, and other materials which were selected from 1,150 items by faculty members of Teachers College, Columbia University. Textbooks are excluded.

Some of the state courses of study are noted in the *Monthly checklist of state publications* [57] and a few city and state courses are given in the preface pages of the *Education index* [152], paper issues only.

A few curriculum materials are listed and evaluated in

- 129 *Educational leadership*, 1943- . Washington, D.C., Association for Supervision and Curriculum Development. Monthly.

Education associations

An outstanding characteristic of the teaching profession in the United States is the large number and variety of voluntary professional organizations. They are a means of providing unity of objectives among teachers from diverse fields of specialization, widely

scattered geographical areas, and different types of institutions. They range in size from the National Education Association, NEA [138], the largest voluntary organization of education in the United States, and perhaps in the world, which has affiliated with it many special interest groups as well as state and local associations, to smaller organizations established to serve some particular group or some special function. There is also the American Federation of Teachers, a union of teachers organized in 1916 and now affiliated with the AFL-CIO, which has a membership of more than 50,000—mostly in the larger cities.

All these groups publish valuable yearbooks, reports, and professional journals; their publications complement the official reports of the U.S. Office of Education and the various state education departments. It is impossible to list completely the hundreds of professional organizations of education in the United States. However, the U.S. Office of Education's *Education directory* [19] lists most of the outstanding ones in *Part 4, Educational associations*. Associations are grouped under six divisions: national and regional associations; college professional fraternities, honour societies and recognition societies (national); state associations; foundations; religious organizations; international organizations. Titles of periodic publications are listed.

Information is provided also in:

- 130 *Encyclopedia of American associations*, 2nd ed. Detroit, Michigan, Gale Research Co., 1959. 716 p.

A guide to national organizations of the United States arranged under 20 subject sections. Has a title index and a subject index.

- 131 *Encyclopedia of American associations; geographical index; an index to the Encyclopedia of American associations*, 2nd ed. Detroit, Michigan, Gale Research Co., 1959. 172 p.

Organizations are arranged alphabetically by state and city and then within each city alphabetically by name. This serves as vol. 2 to the encyclopaedia listed above.

See also Unesco's *International directory of education associations* [International sources 2]. The section dealing with the United States, p. 44-52, is limited to associations dealing with formal or in-school education. This arrangement may prove useful in finding associations in these specific areas: general, primary and pre-primary, secondary, higher, vocational and technical, teacher education.

Following [132, 134, 138] are descriptions of three different types of national associations. The first is

- 132 ADULT EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA

743 North Wabash Avenue, Chicago 11, Illinois.

Founded in 1951, serves as a clearing house of information on adult education activities throughout the country, and as a referral centre for persons or organizations seeking to solve problems in that field. Its annual conference in the autumn brings together adult educators from the 50 states and many foreign countries. Services include national conferences, research studies, field consultation and a public relations programme. Two publications: *Adult leadership*, monthly, and *Adult education*, quarterly. Affiliated are a Council of National Organizations and a National Association of Public School Adult Educators.

The Adult Education Association has published the basic reference for the entire field:

- 133 *Handbook of adult education in the United States of America*, ed. by Malcolm S. Knowles. Chicago, Adult Education Association of the U.S.A., 1960. 624 p.

A council of education associations is

- 134 AMERICAN COUNCIL ON EDUCATION

1785 Massachusetts Avenue, N.W., Washington 6, D.C.

Founded in 1918 and incorporated in the District of Columbia in 1931. Membership has always been by institution or organization, not by individuals. Thus it is a council of educational associations: organizations having related interests; approved universities, colleges, teachers colleges, junior colleges; technological schools, and selected private secondary schools; state departments of education; city school systems and private school systems; selected educational departments of business and industrial companies; voluntary associations of higher education in the states; large public libraries. Its Commission on Education and International Affairs provides members of the council with information on international activities; its Inter-American Schools Service and its Office on Institutional Projects Abroad are also important in the international field. Each year the council publishes many books and pamphlets. It has been responsible for outstanding directories of higher education [10, 11] and issues each year a *Publications catalog*, which is a classified list of its publications for that year, with an index of authors and titles. The president of the council prepares:

- 135 'Annual report', 1954- . In: *Educational record* [136], January issue.

Reports are available separately also. The earliest appeared in the October issue of *Educational record*.

Other publications of the council are:

- 136 *Educational record*, 1920- . Quarterly.

Indexed in the *International index*, 1920-39; since 1929 in the *Education index* [152]. Concerned with policies, problems and practices in higher education.

- 137 *Higher education and national affairs*, 1940- . Sometimes 30 issues a year.

Gives 'spot news', informing the membership of the Council about national and international developments of interest to American higher education. Past issues have included, for example, the complete text of the United States-Soviet Agreement on Exchange, news notes about congressional appropriations for the Department of State's 'Exchange of Persons Program', and information about surveys in the field of international education undertaken under the Council's auspices.

Another non-governmental organization is

138 THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA (NEA)

1201 Sixteenth St., N.W., Washington 6, D.C.

The association, commonly known as the NEA, was founded in 1857. It is an independent, voluntary, non-governmental organization of educators with policies determined by its members. In 1959 membership was reported as almost 700,000 individuals, with many affiliated state and local associations. Consists of four types of units: divisions, commissions (one council), committees, and departments. There are also joint committees, a form of co-operation with other agencies, and additional activities and services which do not fall into this pattern. The NEA is also composed of many units based on an administrative level, such as the Department of Classroom Teachers, American Association of School Administrators, National Association of Secondary School Principals, Department of Elementary School Principals; and in the subject fields, such as the National Council of Social Studies.

An explanation and description of the structure of this organization is found in the latest edition of the *NEA handbook* [143] and in the following reference:

139 WESLEY, Edgar B. *NEA: the first hundred years; the building of the teaching profession*. New York, Harper, 1957. 419 p.

The NEA publications fall into two types: (a) those of the parent association, issued by the staff, committees, etc.; (b) those of departments. Often there are joint works from these two sources. The current publications programme always appears in the latest revision of the *Catalog of publications* of the NEA. Alexander and Burke [2] also describe the NEA publications and suggest which indexes are available for their use. A few of the outstanding items are listed here:

140 *Annual volume of addresses and proceedings*, 1857-

141 *NEA journal*, 1857- . 9 issues a year.

Formerly *Journal of the N.E.A.* Indexed in the *Education index* [152] since 1929; in the *Readers' guide* since 1923.

142 *Research bulletin*, 1922- . 4 or 5 issues a year.

Gives recent statistical material and data on current problems. Indexed in the *Education index* [152] since 1929; *Public affairs information service* since 1923.

143 *NEA handbook and manual*, 1945/46- . Annual.

Title varies. Basic facts about the association and its various divisions. Gives charter, by laws, rules, officers, etc.

The 13 divisions, 5 commissions, 13 committees, and 30 departments all publish their own publications. These are too numerous to list here but can be found in the *Catalog of publications*.

Organization on a state-wide basis started in 1845. Now there is a teachers' or educational association in every state and there are local associations in many large cities and other communities. Most of these are also listed in the *Education directory*, Part 4 [19]. However, this does not list all the organizations in subject matter fields or other special areas.

On the higher education level there is an association for every division and every phase of work. Examples of such organizations are the American Association of University Professors, Association of American Universities and the Association of Higher Education (NEA). Professional education in the United States is largely a function of the university and for each profession there is a national association, as for example in medicine, law, etc. The American Association of Colleges of Teacher Education is in this category. On the higher education level most educators also belong to an association in the field of their major interest, such as the American Academy for the Advancement of Science, American Psychological Association and the American Historical Association.

There are many accrediting associations. See the fifth paragraph in the section 'Structure and organization', above.

Foundations also play a vital part in American education, especially in the development of higher education. In 1959 (based on reports for 1956-59) there were approximately 12,000 such foundations, with assets over \$11½ billion, and grants totalling over \$600 million. A considerable portion of these grants were for educational purposes.

The largest foundation is the Ford Foundation, which had assets of over \$3½ billion in 1959 and expended over \$100 million in grants for the year. The total distribution of the Ford Foundation for 1936-59 exceeded \$1.1 billion.

The following publications list foundations:

144 RICH, Wilmer S. *American foundations and their fields*, 7th ed. New York, American Foundation Information Service, 1955. 74 p.

Arranged geographically by state and then alphabetically by foundation. There is an alphabetical index of foundation names and an index of fields.

145 RUSSELL SAGE FOUNDATION. FOUNDATION LIBRARY CENTER. *The Foundation directory*. New York, 1960. 817 p.

Lists 5,202 of the larger foundations, giving the following information about each: purposes and activities, financial data including grants, founding date, and officers and directors. An index of persons and fields of interest, and an analytical introduction add to its usefulness.

Additional information on educational associations will be found in the following references:

- 146 CHAMBERLAIN, Leo M.; KINDRED, Leslie W. *The Teacher and school organization*, 3rd ed. Englewood Cliffs, N.J., Prentice-Hall, 1958. 550 p. Chapter 32, 'Belonging to educational associations', is a good discussion.
- 147 NATIONAL EDUCATION ASSOCIATION. EDUCATIONAL POLICIES COMMISSION. *Professional organizations in American education*. Washington, NEA and the American Association of School Administrators, 1957. 65 p.

Educational journals

There are hundreds of journals in the field of education published in the United States. These vary in length and quality from brief news sheets to substantial and scholarly treatments of all phases of education. Some of them are general in scope, such as *School and society*; others are devoted to a specific subject, e.g., *Mathematics teacher*. Many of them are official journals of national or regional associations, as for example: *NEA journal* [141], and *School life* [49] published by the Office of Education.

Journals are important for up-to-date facts to supplement printed books and for information on topics which have not yet appeared in book form. Three types of reference tools aid in their use: bibliographies, indexes, and union lists. Outstanding references are listed below in each category.

Bibliographies of journals include:

- 148 N. W. Ayer and Son's *directory of newspapers and periodicals*. Philadelphia, Ayer, 1880-. Annual. A comprehensive listing of American newspapers and periodicals giving detailed information about each title. Since it appears annually, it is more up to date than other lists.
- 149 *Ulrich's periodical directory: a classified guide to a selected list of current periodicals, foreign and domestic*, 9th ed. New York, Bowker, 1959. 716 p. Includes a selected list of educational magazines. One added feature is the indication as to which general index can be used for each magazine listed.

See also Unesco's *An International list of educational periodicals* [International sources 3].

A more recent edition of the American part of the above list is appended here:

- 150 EDUCATIONAL PRESS ASSOCIATION OF AMERICA. *America's education press: a classified list of educational periodicals issued in the United States and Canada*. Washington, 1960. 98 p.

The full use of magazines depends on indexes which indicate under subject and author the specific titles listed in many different magazines. In the United States there are many such indexes to periodicals, all of which are listed and described in Alexander and Burke [2] and Winchell [3]. Some of these general indexes, such as the *Readers' guide to periodicals*, *International index*, *Public affairs information service*, etc., include magazine articles on education or related to it.

Noted below are indexes devoted entirely to the subject of education, and several others very useful for that field:

- 151 *Child development abstracts and bibliography*, 1927-. Washington, D.C., National Research Council, Committee on Child Development. Quarterly. Subject arrangement. Includes articles from magazines in foreign languages, with a digest in English. Each issue has an author and subject index. Issues and indexes cumulate annually.
- 152 *Education index, 1929-*, a cumulative author and subject index to a selected list of educational periodicals, books and pamphlets. New York, Wilson, 1932-. Monthly except for July and August. Cumulates yearly and biennially. The basic source for keeping abreast of educational literature. In addition to indexing more than 120 educational periodicals by author and detailed subjects in one alphabet, lists many other types of publications in the field. References to book reviews are included, but can be found only under that heading. This index can also serve as a list of subject headings in the field of education. It is the first source to be consulted for educational material in serial publications. A study of this work was under way during 1960 and some changes were expected.
- 153 *Education digest, 1935-*. Ann Arbor, Michigan. Monthly, September to May. Presents digests of periodical articles and portions of books of current interest to workers in education. Annual author index appears in each May issue.
- 154 *Psychological abstracts, 1927-*. Lancaster, Pa., American Psychological Association. Bi-monthly. An important bibliography useful in the field of education. Lists new books and articles grouped by subjects, with a signed abstract for each item. Each issue has an author index; each yearly bound volume includes a complete author and a detailed subject index for that year. The December issue usually gives a list of the journals regularly searched, thus

providing a bibliography of journals in the field. Beginning with 1954, dissertations in the field of psychology are listed. Was indexed by:

- 155 *Cumulative author index to the Psychological index, 1896-1935 and Psychological abstracts, 1927 to date*, comp. by Columbia University. Boston, G. K. Hall, 1960. 5 vols.
Gives 320,000 entries.

- 156 *Sociological abstracts, 1952-*. New York. 5 issues a year.
Contains abstracts of books and periodical articles dealing with all phases of the field, including sociology of education.

In addition to lists of journals and cumulative indexes which enable one to find articles contained in various magazines, it is also necessary to have assistance in discovering where a specific journal or other serial can be found. This is usually accomplished by means of a union list, which is an alphabetical list of serials, indicating for each title its availability in certain libraries. A union list is of great value in research, for even if the specific magazine cannot be borrowed from the library in question, a microfilm or photostatic copy can usually be obtained at slight cost.

- 157 *Union list of serials in the United States and Canada*, 2nd ed. New York, Wilson, 1943. 3,065 p. *Supplement, 1941-43; 2nd supplement, 1944-49.*

A list of more than 115,000 titles with catalogue descriptions of each title and indications of location in large libraries throughout the United States and Canada. Succeeded by the following publication:

- 158 *New serial titles*. Washington, Library of Congress, 1953-. Monthly.

Annual cumulations which are self-cumulative through periods of at least five years. In the matter of newly reported titles serves as a continuing supplement to the *Union list of serials*, of which a third edition was scheduled for 1961. This will cumulate the information up to 1950 and then will be continued through the monthly cumulated publication, *New serial titles*.

Educational statistics

The basic source for statistical information in the United States is to be found in the reports of the Bureau of the Census of the federal government. See Winchell [3] for a description of these publications and their guides. One very useful census publication is recommended:

- 159 BUREAU OF THE CENSUS. *Catalog of United States census publications*. Washington, GPO, 1951-. Quarterly. Monthly supplements and annual cumulations.

Supersedes the Bureau's *Catalog of United States census publications, 1790-1945*. Designed to give users of published census statistics a direct method of locating needed information. Has two indexes—an index to reports by geographical areas and an index to reports by subject.

Two annual volumes which serve as first sources for all kinds of statistical information, including education, are listed here:

- 160 —. *Statistical abstract of the U.S., 1878-*. Washington, GPO, 1879-. Annual.

A first source for statistics on the political, social, industrial, and economic organization of the United States. Tables cover a period of several years, often about 15 or 20. Also serves as a guide to further information, as references are given to the sources of all tables and there is a bibliography of general sources of statistics.

- 161 *World almanac and book of facts, 1868-*. New York, New York World-Telegram, 1868-. Annual.

A comprehensive book of miscellaneous information including many statistics on education derived from other sources, as well as lists of educational associations, colleges and universities, etc.

The most complete source for educational statistics is the following survey published by the Office of Education, which by statute is directed to collect such statistics and facts as are necessary to give an inclusive picture of conditions and progress in education.

- 162 OFFICE OF EDUCATION. *Biennial survey of education in the United States, 1916/18-*. Washington, GPO, 1919-.

The only official, regularly published source for all United States educational statistics. Absorbs and expands the statistical service formerly performed by the *Annual report of the Commissioner*. Published as a series of separately issued *Bulletins*, it is later cumulated into a volume which was also in the numbered *Bulletin* series. Date of publication is regularly two or more years later than the biennium covered. Chapter one, the summary, is always the last chapter to appear. Some of this statistical material is published in advance in the *Circular* series of the Office of Education.

The best non-governmental source for national statistics on education is the Research Division of the NEA, especially its *Research bulletin* [142]. Here can be found much data collected by the Office of Education and the Census Bureau but made available earlier than those two agencies can publish them. The *Research bulletin* is indexed in the *Education index* [152].

Statistical data are also collected by state departments of education and appear in their annual or biennial reports or in their special bulletins. Some of the state departments have research divisions which publish special statistical reports.

Statistics on local districts can sometimes be found in the publications of the Bureau of the Census, the *Biennial survey*, and from the state departments of education, since their statistics on state educational matters are compiled from reports gathered from local units. Another source is

- 163 BUREAU OF THE CENSUS. *County and city data book*, 1956. Washington, GPO, 1957. 565 p.

A *Statistical abstract* supplement which includes details on school systems. Good for information on counties and cities in the United States.

Education biography

Biographical information about educators is included in all the national biographical sources. Long, signed, critical articles on earlier educators can be found in Monroe's *Cyclopedia of education* [7] and in the *Dictionary of American biography*, *Encyclopedia of the social sciences*, *National cyclopedia of American biography*. Facts about living educators will be found in the various 'who's who' types of national biographical dictionaries. For educators who have recently come into prominence, biographical information may be traced through the *Education index* [152], the *Biography index* and *Current biography*. See Winchell [3] for a complete description of these sources.

The following reference books are devoted mainly to educators:

- 164 CATTELL, Jacques. *Directory of American scholars, a biographical directory*, 3rd ed. New York, Bowker, 1957. 836 p.

A companion volume to *American men of science* [mentioned in 166] and to *Leaders in education* [165]. Contains biographies of those working in philosophy, history, literature, the languages, and other related disciplines. A number of names included in the first edition have been transposed to vol. 3 of the *American men of science* [166].

- 165 —; Ross, E. E. *Leaders in education, a biographical directory*, 3rd ed. Lancaster, Pa., Science Press, 1948. 1,208 p.

Contains short biographies of nearly 17,000 American educators. Proposes to include only active administrators of education in science and the humanities.

- 166 —. *The social and behavioral sciences*. New York, Bowker, 1956. 762 p. (Vol. 3 of *American men of science*).

New names and new fields not previously covered in psychology, geography and anthropology in earlier editions of *American men of science* and other fields in the social sciences, including education, many from the earlier editions of the *Directory of American scholars* [164].

- 167 *Trustees, presidents and deans of American colleges and universities, 1958-59*, ed. by Robert C. Cook. Nashville, Tenn., Who's Who in American Education, 1958. 375 p.

Vol. IV of a biennial work. Brief information; photographs.

- 168 *Who's who in American education; an illustrated biographical dictionary of eminent living educators of the United States and Canada*, ed. by Robert C. Cook. Nashville, Tenn., Who's Who in American Education, 1928- . Biennial.

'Who's who' type of information. Many portraits.

Education libraries and museums

'Library research service in the field of education exists in only a few centers. The largest scientific libraries for this area are probably to be found at Teachers College, Columbia University, Harvard University, the University of Chicago, and the University of California libraries, the Library of Congress, and the U.S. Office of Education Library.¹ These collections comprise foreign as well as American educational publications and are rich in historical documents issued by municipal, state, and national governments. Textbooks used in American elementary and secondary schools form an important section of several libraries, notably Harvard, Teachers College and the Office of Education. The history of American higher education is well documented by collections of official catalogs and reports, early tracts and other publications. No one library, however, can be said to be truly comprehensive in its coverage of this area. Much of the documentary material exists only in the libraries of the institutions concerned.

'Libraries in the numerous state teachers colleges, state departments of education, a few large public libraries, and several libraries maintained by municipal boards of education offer excellent facilities for the study of modern educational trends and developments. Most of these libraries make no pretense of serving as centers for historical research. They exist largely to serve those training to enter the teaching profession and persons wishing to study the domestic literature of the last century. Universities engaged in teacher training on the graduate level have developed additional facilities to meet the particular needs of their students.'²

1. This collection is now part of the Library of the U.S. Department of Health, Education, and Welfare.

2. Quoted from an article by Eleanor M. Witmer, Librarian of Teachers College Library, Columbia University in *The Encyclopedia Americana*, 1948 ed., vol. 17, p. 357 j.

The following guides to library resources are useful for locating libraries with special collections in the field of education:

- 169 ASH, Lee, comp. *Subject collections: a guide to special book collections and subject emphases as reported by university, college, public and special libraries in the U.S., the territories, and Canada*. New York, Bowker, 1958. 476 p.

Alphabetical arrangement by subject. Triennial schedule is planned as a companion volume to the *American library directory* [174].

- 170 DOWNS, Robert B. *American library resources: a bibliographical guide*. Chicago, American Library Association, 1951. 428 p.

A bibliography of bibliographies rather than a description of resources. Only those libraries are included which are listed in these bibliographies. Broad subject arrangement, including education.

- 171 ——. *Resources of New York City libraries, a survey of facilities for advanced study and research, sponsored by the ALA Board on Resources of American Libraries*. Chicago, American Library Association, 1942. 442 p.

Surveys the collections of some 400 libraries, general and special (excluding private libraries) in the five boroughs of greater New York City. Arranged by broad subjects with subdivisions listing the collections in order of importance. Detailed index. Directory of libraries, p. 299-307. Bibliography, p. 309-403, includes 819 numbered items which locate copies in New York libraries. Still useful, although somewhat out of date.

Information about specific libraries, library associations and librarians can be obtained from the following references:

- 172 *A.L.A. membership directory*. Chicago, American Library Association, 1959. 418 p.

To be published at regular intervals. Supersedes in part the *A.L.A. handbook*. Contains lists of national, state, provincial, and local library associations, agencies, supervisors, periodicals, etc.

- 173 *American library and book trade annual, 1955/56*. New York, Bowker, 1956.

Continues the *American library annual*. In two parts: I—Statistics of the book trade and libraries; II—Association section. Includes an activities index. Title varies.

- 174 *American library directory: a classified list of libraries with names of librarians and statistical data*. New York, Bowker, 1923-. Irregular: approximately every 3 years.

Subtitle varies. Libraries are arranged alphabetically by state and then by city. Additional lists include: library organizations, library schools, state and provincial extension agencies, index to special collections, special subjects, and special libraries.

- 175 *Library literature, 1933/34*. New York, Wilson, 1936-. Quarterly.

Index to books, periodicals, theses on library science and librarianship. Cumulates annually and triennially.

- 176 *Who's who in library service*, 3rd ed. New York, Grolier Society, 1955. 546 p.

A biographical directory of professional librarians in the United States and Canada.

A United States co-operative library activity of value in the educational as well as other fields has provided the 'National union catalog', a catalogue on cards in the Library of Congress. Started in 1900 with four co-operating libraries, today there are hundreds of co-operating libraries and the catalogue contains more than 10 million cards. There are also in the Library of Congress several complementary union catalogues of publications in non-Latin characters.

In addition to this immense catalogue on cards, there is the printed

- 177 *National union catalog, 1953*. Washington, Library of Congress. 9 issues per year. Annual and quinquennial cumulations.

Represents the works catalogued by the Library of Congress and by libraries contributing to its co-operative cataloguing programme during the period of its coverage. Includes entries for monographic publications issued in 1956 and thereafter reported by about 600 North American libraries and not represented by Library of Congress printed cards. Constitutes a reference and research tool for a large part of the world's production of significant books as acquired and catalogued by the Library of Congress and a number of other North American libraries. The cumulations are of particular interest:

- 178 *Library of Congress catalog. Books: subjects*. Washington, D.C., 1955-. Quinquennial. Continued by quarterly and annual supplements.

The first issue covered the period 1950-54. The subject arrangement helps locate education items.

Inter-availability of educational resources

One of the best known co-operative plans for acquiring publications from abroad is the Farmington Plan, a voluntary agreement under which more than 60 libraries in the United States have accepted special responsibilities for collecting. At least one copy of each new foreign publication of interest to research workers in the United States should be acquired and made available to scholars. In the field of education, libraries which collect are the Library of Congress, as well as those of Teachers College, Columbia University; the University of Illinois; and Yale University. Information on the plan is given in

- 179 WILLIAMS, Edwin E. *What is the Farmington plan?* A leaflet prepared by Mr. Williams, revised by the Farmington Plan Committee of the Association of Research Libraries, and printed by the Harvard University Printing Office, December 1959. 4 p.

- 180 ——. *The Farmington plan handbook*. Bloomington, Indiana, Association for Research Libraries, 1953. 170 p.

Gives the historical background and present programme. Good bibliography on the plan.

A co-operative clearing house for the national and international exchange of publications is

- 181 THE UNITED STATES BOOK EXCHANGE, INC. (USBE) 1st and Independence Avenue, Washington, D.C. Established in 1948. Details of its service are described in the USBE's information leaflet, and an excellent history and description of the programme are found in

- 182 WILLIAMS, Edwin E. *A Serviceable reservoir: report of a survey of the United States Book Exchange*. Washington, USBE, Inc., 1959. 81 p.

Appendix F gives information on foreign operations and appends references for additional information.

The role of the Library of Congress in the exchange of publications is described in

- 183 STEVENS, Robert D. *The Role of the Library of Congress in the international exchange of official publications*. Washington, Library of Congress, 1953. 85 p.

Other co-operative programmes for exchange of publications are described in

- 184 *Technical services in libraries*, by Maurice F. Tauber and associates. New York, Columbia University Press, 1954. xvi, 487 p.

Acquisition of foreign materials is of course facilitated by use of the various national bibliographies, including that of the Library of Congress. In the field of education a specialized bibliography not mentioned in earlier sections is

- 185 *Foreign education digest, 1936-*. Berkeley, California. Quarterly. Processed.

Volume numbers begin in July; a yearly classified index is issued. Approximately 50 educational periodicals from 15 countries and several international organizations and 25 reports and other publications are considered in the two parts. Over half the entries are from journals. Part I contains digests in English and Part II is an annotated bibliography of foreign education. Not classified.

American co-operation in the development of educational facilities abroad is carried on under a variety of programmes. Three are major United States government programmes: International edu-

cational exchange, Technical cooperation, and Information services. In addition there are a number of other government programmes such as that of the Office of Education [186], the Library of Congress, the Atomic Energy Commission, etc.

Of all the government activities, the university contract programme of the International Cooperation Administration is most directly concerned with assistance to foreign educational institutions.

Among the numerous non-governmental programmes, the contribution of religious organizations to education abroad is the oldest and most extensive. American foundations are active in almost every country of the world and provide assistance amounting to millions of dollars annually. Educational institutions co-operate with government programmes by providing specialists, developing area study programmes, carrying out the exchange of persons, and maintaining institutions in other countries. Other programmes are provided by professional and service organizations such as the American Council on Education and the Institute of International Education, by business and industry, and by international organizations in which United States organizations or citizens participate.

An excellent description of these programmes dealing with higher education abroad is found in the following report which also has an extensive bibliography:

- 186 OFFICE OF EDUCATION. *American cooperation with higher education abroad: a survey of current programs*, by Paul S. Bodenman with the cooperation of the Inter-Agency Committee on the President's Baylor Proposals. Washington, GPO, 1957. 211 p. (Bulletin 1957, no. 8).

The 'Educational Exchange Program' was made possible by Public Law 584, 79th Congress, the Fulbright Act; Public Law 402, 80th Congress, the Smith-Mundt Act; and by the co-operation of public and private school officials in the United States and abroad. The programme is supervised by the Board of Foreign Scholarships. This Board, appointed by the President of the United States, is composed of 10 United States citizens prominent in public and private educational and cultural activities. The secretariat of the Board of Foreign Scholarships is located in the Department of State.

The programme is administered by the Department of State, which provides the secretariat for the Board of Foreign Scholarships and the assistance of Department and Foreign Service officers for general management of the programme in the United States and abroad. The following three agencies

co-operate in administering the 'Educational Exchange Program' in the United States: Conference Board of Associated Research Councils, Washington; Institute of International Education, New York City; U.S. Office of Education, Washington.

Details of this programme are described in the following pamphlet:

- 187 OFFICE OF EDUCATION. *1960-61 teacher exchange opportunities, summer seminars—teaching for American elementary, secondary and junior college teachers under the International Educational Exchange Programs of the Department of State*. Washington, GPO, 1959. 35 p.

A recent edition of a publication issued annually.

The laws in the United States dealing with foreign and exchange students are grouped in one section of 'Title 20—Education' [30].

An organization contributing to these non-governmental programmes is

- 188 THE INSTITUTE OF INTERNATIONAL EDUCATION
1 East 67th Street, New York 21, N.Y.

A private non-profit agency which administers exchange of persons programmes for governmental agencies, foundations, private organizations, colleges and universities in the United States and countries abroad. The historical evolution of this programme, a list of publications, and a discussion of the five major areas of activity within the institute are found in the following publication:

- 189 INSTITUTE OF INTERNATIONAL EDUCATION. *Forty years of educational exchange*. Thirty-ninth annual report, 1958/59. New York, 1959. 64 p.

A few special publications of the institute are listed here:

- 190 ——. *A Guide to the admission and placement of foreign students*. New York, The Institute in co-operation with The American Association of Collegiate Registrars and Admission Officers, 1957. 177 p. (World education series).

Designed to assist policy makers and admission and guidance personnel of an institution in developing effective procedures for admission and placement of students from abroad.

- 191 ——. *A Guide to the admission and placement of foreign students*. Supplement no. 1. New York, The Institute in co-operation with The American Association of Collegiate Registrars and Admission Officers, January 1958. 9 p.

'Legalization' of American academic credentials earned by foreign students, by Martena T. Sasnett and Theresa B. Wilkins.

- 192 ——. *Handbook on international study*, 2nd rev. ed. New York, 1958. 450 p.

A reference work on study in the United States for foreign students and on study abroad for Americans. An over-all view of the field of exchange of persons with particular reference to United States participation. The appendix contains a chronology of major events in international exchange of persons; Acts under which the United States government programmes are conducted; selected bibliography on research and evaluation concerning exchange of persons.

- 193 ——. *Open doors: a report on international exchange, 1954-55*. New York. Annual.

Title varies. Current statistics on international exchange of students, faculty members, and physicians between the United States and other nations are brought together in this report, based on surveys conducted annually by the institute. Included are charts and tables. Always reports on previous academic year.

The following references also give valuable information on this topic:

- 194 DU BOIS, Cora. *Foreign students and higher education in the U.S.* Washington, American Council on Education, 1956. 221 p. (Carnegie Endowment for International Peace. Studies in universities and world affairs).

Description and analysis of practices and policies of American colleges and universities with respect to foreign students. Draws heavily on initial findings of research sponsored by the Social Research Council.

- 195 FLACK, Michael J. *Sources of information on international educational activities*. Washington, American Council on Education, 1958. 114 p.

An explanatory survey prepared for the Commission on Education and International Affairs of the American Council on Education. Provides international educational exchanges information for students and faculties, both United States and foreign, and information for United States institutions. About 50 exhibits of sources of information are given, with an index. Appended are a bibliography of selected source materials and a list of foreign government information sources.

- 196 LIBRARY OF CONGRESS. *Federal aid to students for higher education: a report prepared in the Legislative Reference Service of the Library of Congress*. Washington, GPO, 1956. 191 p.

Chapter IX: 'Student-aid programs of other national governments'. Information obtained largely through correspondence and conferences with officials of the embassies of the respective foreign countries in Washington, D.C. A few of the data were drawn from reference sources; other facts were extracted from current publications of foreign governments.

- 197 OFFICE OF EDUCATION, DIVISION OF INTERNATIONAL EDUCATION, TEACHER PROGRAMS BRANCH. *A partial bibliography of materials related to international education*, prepared by Thomas E. Cotner and John W. Grissom and revised by Frank A. Knapp, Jr. Washington, July 1954. 100 p. Mimeographed. Includes references to the public laws and regulations relating to the exchange of persons programme.

- 198 SASNETT, Martena T. *Educational systems of the world: interpretations for use in evaluation of foreign credentials*. Los Angeles, University of Southern California Press, 1952. 838 p.

Outlines the educational systems from kindergarten to higher education, indicating where changes have taken place. A bibliography for each country.

The final references are of particular help to United States students and others planning to work abroad:

- 199 CONFERENCE ON ASIAN AFFAIRS. *American institutions and organizations interested in Asia*, ed. by Ward Morehouse. New York, Taplinger Publishing Co., 1957. 510 p.

A reference directory describing more than 600 programmes of institutions and organizations arranged alphabetically by name. Subject index.

- 200 DEPARTMENT OF STATE. BUREAU OF INTELLIGENCE AND RESEARCH. EXTERNAL RESEARCH DIVISION. *Area study programs in American universities*. Washington, 1959. 106 p.

Describes 96 programmes of graduate study of foreign areas obtained from published sources and from data made available

by the directors of area training programmes in the universities. Covers Africa, Asia, Latin America, Russia and Eastern Europe. Universities are arranged alphabetically under these areas. Includes library facilities. Index by universities.

- 201 GARRIGUE, Katherine C. *U.S. citizens in world affairs: a directory of non-governmental organizations; who they are, what they do*. New York, Foreign Policy Association, 1953. 389 p.

Contains brief information on 434 organizations arranged alphabetically by name. Indexed by type and by function.

- 202 *Universities of the world outside U.S.A.*, ed. by M. M. Chambers. Washington, American Council on Education, 1950. 924 p.

A companion volume to *American universities and colleges* [11]. Covers more than 70 countries and more than 2,000 institutions outside the United States. Main section is arranged alphabetically by country. Each national section begins with a brief introduction to the educational system of the country supplemented by a short bibliography. Then the universities of that country are listed alphabetically. Index of institutions. No person or subject index.

[See also 85-86 and Belgium 144.]

The focal point for educational documentation is one of the oldest institutions of this type anywhere in the world. It was established in 1889 and now functions as an integral part of the National Council for Primary and Normal Education:

1 BIBLIOTECA Y MUSEO PEDAGÓGICOS

Plaza Cagancha 1175, Montevideo.

The library has approximately 75,000 volumes. In 1958 a special section for documentation was created in the library and museum and designated as the

2 CENTRO NACIONAL DE INFORMACIÓN Y DOCUMENTACIÓN PEDAGÓGICAS

This centre can provide information services for the teaching profession and the interested public. Its bulletin is noted below [4].

Reference works

A work of general reference is

3 SCARONE, Arturo. *Efemérides uruguayas*. Montevideo, 1956. 4 vols. (At head of title: Instituto Histórico y Geográfico del Uruguay).

An almanac of notable Uruguayan events from the sixteenth century to 1952, of use for research in education history. Entries are arranged chronologically by year under each day of the calendar. Types of information include date of establishment of schools and universities, important laws, birth and death of notable figures, and so on. There is an index to each volume; volume 4 is a combined index to the whole set. The arrangement of the indexes is complex and makes them somewhat difficult to use. See under 'Instrucción primaria', 'Universidades' and the names of educators.

No national bibliography has appeared after 1950, and other systematically arranged compilations of information on new publications are non-existent. Beginning with the number for 1960, Uruguayan imprints are included in the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4]. See also *Education in Latin America: a partial bibliography* [Venezuela 6] and the *Handbook of Latin American studies* [Bolivia 2].

New works on education published in Uruguay and abroad which are acquired by the Biblioteca y Museo Pedagógicos are listed in its

4 *Boletín informativo*, 1953-. Montevideo. Monthly (irregular). Processed.

Works are grouped by subject and given brief cataloguing (paging is not indicated). A separate section gives 75-150 word reviews of some recent titles of importance.

Useful reviews also appear in the journal *Anales* of the National Council of Primary and Normal Education.

Another bibliography is

5 DI VITA, María Luisa. *Educación en el Uruguay*. 1961. 7 p.

A bibliography of recent books and articles on education in Uruguay by a number of the staff of the National Library. It contains 62 numbered items arranged by broad subject. Microfilm copies of the typescript may be requested from the Servicio Fotográfico of the National Library.

Legislative and policy documentation

The reformed Constitution promulgated on 25 January 1952 provides the constitutional bases of education. The relevant dispositions are in section II, Chapter II, Articles 68-71. Article 68 guarantees freedom of education and the right of parents to choose their children's schools; Article 69 requires private schools to provide free schooling for a percentage of students as stipulated by law, and exempts cultural institutions from taxes; Article 70 makes primary education compulsory and requires that the State provide whatever is necessary to carry out the intention of the law; Article 71 affirms the social utility of free public education at all levels, of grants and fellowships for students.

The text of the present as well as of all earlier constitutions is contained in

6 *Las constituciones del Uruguay, exposición crítica y textos; recopilación y estudio preliminar de Héctor Gros Espiell*. Madrid, Ediciones Cultura Hispánica, 1956. 462 p. (Las Constituciones hispanoamericanas, 8).

New laws are printed in the official gazette, the *Diario oficial*. They are collected annually in the

7 *Registro nacional de leyes de la República Oriental del Uruguay*, 1892-. Montevideo, Imprenta Nacional. Annual. (Title varies.)

The texts are given in chronological order for the calendar year. Laws relating to education may be easily located by means of the four indexes—chronological, numerical, general subject, and analytico-alphabetical.

A convenient guide to current laws is

8 COUTURE, Eduardo J. *Legislación vigente en el Uruguay*, [por] Eduardo J. Couture [et al.] Montevideo, 1956. 411 p. (Biblioteca de publicaciones oficiales de la Facultad de Derecho y Ciencias Sociales de la Universidad de Montevideo, sección III, LXXXVII).

Chapter 4 is on education. Under headings for fundamental principles, and for primary, secondary and preparatory, university, industrial and artistic education, it identifies and summarizes the chief dispositions having legal force as of 1956. There is a useful subject index.

A reference for consultation is the *Index to Latin American legislation* [Venezuela 20].

Laws specifically on education have been regularly collected in

- 9 CONSEJO NACIONAL DE ENSEÑANZA PRIMARIA Y NORMAL. *Legislación escolar, 1877/80- .* Montevideo. Irregular.

Constitutional provisions, laws of the General Assembly, and regulations and resolutions of the educational councils are chronologically arranged, with chronological and alphabetic subject indexes. Each volume usually covers three or four years; vol. 15 for 1948-51 appeared in 1954. In the interim, legislation from time to time appears in a special section, 'Legislación escolar', of the council's journal *Anales*.

The educational system is still regulated by the Law of Common Education of 1877, revised in a few of its details by the Law of 12 January 1885. In practice, a number of its provisions have lapsed, fallen into disuse, or been superseded by other statutory and constitutional enactments. The text of the law is available in several sources. One of the most convenient is Verdesio's 'Reforma de la enseñanza primaria' [17]. The Law of Common Education is given complete on p. 82-96, with notes by Sr. Verdesio citing subsequent repeals, modifications and additions.

Laws on secondary education are collected in

- 10 CONSEJO NACIONAL DE ENSEÑANZA SECUNDARIA. *Leyes fundamentales . . .*, 1954. 43 p.

Contains the texts of the following basic laws: (a) the Organic Law of Secondary Education, 1935; (b) Statute of Secondary School Teachers, 1947; (c) Law of the Teaching Career Service, 1949; and (d) Complementary Law to the preceding, 1953.

For the laws relating to the National University, an older but still useful collection is

- 11 UNIVERSIDAD DE LA REPÚBLICA ORIENTAL DEL URUGUAY. *Leyes y reglamentos de la Universidad de la República*, 1942-43. 2 vols.

Vol. 1: organic laws, laws relative to elections, professorial appointments, staff salaries, finances, and general regulations. Vol. 2: laws and regulations pertaining to each of the separate faculties. This work must be supplemented by later legislation, for which see the sources noted above.

The most important recent enactment is the organic charter of 1958:

- 12 'Ley no. 12,549, Universidad de la República, se aprueba la carta orgánica'. In: *Registro nacional de leyes y decretos* (Montevideo), 1958, p. 1135-52.

Administration and structure

Formal education is represented in the executive's cabinet by the Minister of Public Instruction and

Social Welfare. The Ministry has over-all supervision of the country's educational activities, but a great measure of decentralization is effected in the actual administration by the existence of national councils for the several aspects of education: the National Council for Primary and Teacher Education, the National Council for Secondary and Preparatory Education, the National Council for Industrial Education and the Higher University Council. These bodies enjoy a great deal of autonomy in their own fields. The Ministry is charged with the regulation of inter-council relations and activities, and it is to the Ministry that budgets are submitted by the councils for possible modifications before being referred to the legislative power for enactment. The actual administrative responsibility for the various aspects of education is vested in the councils. At a lower level there are municipal boards of education charged with certain limited administrative functions. The Consejo Nacional de Enseñanza Primaria y Normal has as its senior authority the technical inspector of schools, who supervises primary and normal education in the country as a whole.

For purposes of inspection and supervision the country is divided into three regions headed by regional inspectors who in turn superintend departmental inspectors, sub-inspectors and teachers. The National Council for Secondary Education is responsible for both public and private establishments of secondary instruction as well as the Institute of Education which trains secondary teachers. The Consejo de la Universidad del Trabajo has a system of inspectors and directors for vocational schools of every type throughout the country. The rector of the National University presides over the Central University Council, which is made up of the dean and delegates from each of the 10 faculties.

Kindergartens are established in the capital city and are increasing in number throughout the country. These establishments are for children from 3 to 6 years of age; attendance is not compulsory.

Primary instruction in urban areas is offered in schools of two types, denominated either *de primer grado* (of the first grade) or *de segundo grado* (of the second grade). Those of the second grade offer the primary curriculum in its most complete form, a six-year course, while schools of the first grade provide four years of instruction. It is possible to complete the course of a school of the first grade and then pass on to the last two classes in a school of the second grade. Rural primary schools have three classes of two years each, generally with a single teacher. The rural areas also benefit from *escuelas*

granjas (farm schools) and *escuelas volantes* (mobile schools) which represent attempts to improve formal instruction in these localities.

Secondary instruction is given in the *liceo* (lyceum). The course lasts for six years and is divided into two cycles, a general four-year course followed by two years intended as preparation for higher education. The *bachillerato* certificate is awarded after the full six-year course is completed.

Vocational schools admit students who have completed the primary curriculum. They are of two types: agricultural schools for training in the various rural pursuits and industrial schools for all other types of vocational education.

Teacher training is imparted in the *institutos normales* (teacher training institutes) with four years of general studies which correspond to the first cycle of the lyceum, plus three more years of professional instruction. Graduates of this course are qualified to teach in primary schools of the first grade. Three more years of supplementary studies are required for qualification to teach in primary schools of the second grade. Secondary school teachers are trained at the Instituto de Profesores (Secondary Teachers' Institute) in a four-year course, followed by two years of practice teaching in a secondary school. There is also a Rural Teacher Training Institute which provides specialist teachers for country schools. The course lasts for two years and is intended for those who are already qualified as teachers.

The State University comprises 10 faculties and is open to students who have received the secondary *bachillerato*. Depending on the field, degrees are granted after studies lasting three to six years.

Regular official reports are made on developments in education:

- 13 CONSEJO NACIONAL DE GOBIERNO. *Mensaje del Poder Ejecutivo a la Asamblea General*, 1874-. Montevideo. Annual (frequency and title vary). The President's annual report to the National Assembly includes (usually as section IX) a survey of the government's educational activities for the preceding year.

The budget for education is included in the general budget:

- 14 CONTADURÍA GENERAL DE LA NACIÓN. *Presupuesto general del Estado* [1883?]-. Montevideo. Annual (frequency, title and issuing body vary).

Appears irregularly and for some years has not been published separately. By law the budget must also be published in the official register.

There is no regularly published report of the Minister of Public Instruction. The development of education

is recorded in the comprehensive surveys issued by the councils at irregular intervals.

For information on primary education, references below [15-17] may be consulted:

- 15 CONSEJO NACIONAL DE ENSEÑANZA PRIMARIA Y NORMAL. *Memoria de enseñanza primaria y normal en el Uruguay*, 1924-. Montevideo, Imprenta Nacional. Irregular (title varies).

Presents the reports of administrative department and school heads and of the chief inspectors for each of the regional inspectorates, preceded by a brief introduction by the President of the Council. Extensive statistical documentation. Some numbers of the *Memoria* have the title *Estado general de la enseñanza primaria y normal*. Recent volumes have been issued as follows: for 1952-54, in 1956; 1955-57, in 1958; 1958, in 1959.

See also *Bibliografía de la educación primaria...* [Venezuela 28].

The new official programmes for primary urban schools are printed in

- 16 —. *Programa de enseñanza primaria para las escuelas urbanas, aprobado en la sesión del 1.º de marzo de 1957*. Montevideo, Imprenta Nacional, 1957. 106 p.

Proposals for a reform of primary education are found in

- 17 VERDESIO, Emilio. 'Reforma de la enseñanza primaria'. In: *Enciclopedia de educación* (Montevideo), ép. III, año XVII, no. 1, enero 1957, p. [7-158].

A noted educator blueprints a programme for a basic reform of primary education. Informative chapters on new tendencies in educational philosophy, efficiency and output of the school, financing of education, and the evolution of the Uruguayan school provide the background for the author's project for a new organic law of education, of which he gives a draft with detailed commentaries. A 16-page appendix interprets the educational ideas of José Pedro Varela, father of Uruguayan education.

For information on secondary education see

- 18 CONSEJO NACIONAL DE ENSEÑANZA SECUNDARIA. *Memoria de enseñanza secundaria correspondiente al período 1948-1955*, Montevideo [1956]. 175 p.

A seven-year survey on the development of the secondary school system. The report is arranged topically, with sections on the status of teachers, growth in school enrolment, increase in number and types of schools, and a detailed report on the Instituto Artigas for the training of secondary school teachers.

The official programmes of study for academic, industrial and technical secondary education have been in process of revision by a series of special commissions since 1956. Those that have been approved may be requested from the Council on Secondary Education.

These two references provide information on higher education:

- 19 CASSINONI, Mario A. *La Universidad de la República en 1959*. Montevideo, Talleres Gráficos '33', 1959. 62 p. (Publicaciones de la Universidad de la República).
- 20 UNIVERSIDAD DE LA REPÚBLICA. *Guía de la Universidad*. Montevideo [1956]. 165 p.
A guide to each of the faculties of the National University, preceded by a general historical introduction and description of the university's structure and government. The chapters on the separate faculties and schools list the departments, courses offered, teaching staff, degrees conferred, etc.

[For information on teacher training, see Ecuador 30.]

Educational studies and research

CENTRO LATINO-AMERICANO DE PESQUISAS EM CIÊNCIAS SOCIAIS. *Instituições de ensino e pesquisa: Uruguay, Colombia, Costa Rica* [Costa Rica 29].

The section on Uruguay in this directory of research institutions lists 13 schools, institutes and laboratories specializing in the social and life sciences. Each entry gives the name, address, officers, date of establishment, publications, courses offered, fellowships available, programmes of research, and a roster of professional personnel. There is an index by disciplines.

Textbooks and instructional materials

Very few instructional materials are officially produced by the councils on education. Most textbooks are privately written and commercially printed, many of them in nearby Buenos Aires. The government does reserve the power to pass judgement on the suitability of any book for use in public school classrooms. If approval is granted, the fact is usually indicated by the publisher on the cover or title page of the book. Lists of approved texts may be requested from the technical departments of the Councils of Primary and Secondary Education. The government purchases many copies of basic readers and texts for free distribution to primary schools, where they become the property of the pupil. The cost of secondary and university texts is borne by the student.

A list of publishers, printers and booksellers is given in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

In the Council of Primary and Normal Education and under the Division of Primary Education, is the

Section for the Design and Production of Instructional Material (audio-visual and multi-sensory). Under various names, and with changing functions through the years, the section has been in existence since 1917. Requests for information may be directed to the section:

- 21 CONSEJO NACIONAL DE ENSEÑANZA PRIMARIA Y NORMAL
Sección de Ayudas Audiovisuales, Canelones 2073, Montevideo.

Education associations

There are no restrictions on the freedom of teachers to form professional organizations. The associations promote the personal and technical interests of their members on a national basis. Some of the larger groups, such as the Federación Uruguaya del Magisterio [23], have numerous affiliated regional chapters or associations.

For lists of education associations, the following works may be consulted: *An International directory of education associations and Teachers' associations*. . . [For both, see International sources 2.]

To the above-mentioned lists may be added:

- 22 AGRUPACIÓN INTERAMERICANA DE PROFESIONALES UNIVERSITARIOS
Montevideo.
- 23 FEDERACIÓN URUGUAYA DEL MAGISTERIO
Rondeau 1426, Montevideo.

Educational journals

For a list of educational journals, consult the *International list of educational periodicals* [International sources 3].

To this list may be added:

- 24 *Anales del Instituto de Profesores Artigas*, 1956- .
Montevideo. Annual.
- 25 *Boletín informativo* [de la] Agrupación Interamericana de Profesionales Universitarios, 1958- .
Montevideo. Irregular.

Educational statistics

Statistics on education are collected from all school inspectors and school directors for forwarding to the

appropriate agency in Montevideo. For primary and normal schools, the responsible office is the Department of Educational Investigation and Statistics within the Division of Planning and Normal Education. A comparable section exists in the other national councils and the university.

The focal point for national statistics is the Bureau of Statistics and Census. The bureau supplies the statistical data for the executive's annual message to Congress, and in recent years has been publishing the material as an extract under the title

- 26 DIRECCIÓN GENERAL DE ESTADÍSTICA Y CENSOS.
Recopilación estadística, 1957- . Montevideo.
Annual.

While the 1957 issue has no education statistics, the 1958 edition contains a selection of tables on secondary school enrolment in public and private schools for 1947 and 1958, number of schools from 1947 to 1958, number of students in first and second cycles of secondary schools, students in preparatory courses by subject specialization, 1947-57.

The fullest statistical documentation is contained in the *Memorias* of the councils [15 and 18].

Education biography

There is no current 'Who's who', the most recent general biographical dictionary having appeared over 20 years ago. Information about teachers in the public school system may be requested from the personnel sections of the National Councils of Education.

It may be appropriate to mention José Pedro Varela, who was an outstanding figure in Uruguayan education. A considerable body of literature deals with his life, educational ideas and subsequent influence. For a short and stimulating treatment, see Verdesio [17]. A more extended study is

- 27 MANACORDA, Telmo. *José Pedro Varela*. Montevideo, Impresora Uruguay [1948]. 241 p.
Contains a bibliography on Varela on p. 237-41.

Education libraries and museums

See the Biblioteca y Museo Pedagógicos [1].

A documentation centre was opened with the creation of the Oficina de Planeamiento (Planning Office) in 1959:

- 1 CENTRO DE INFORMACIÓN Y DOCUMENTACIÓN PEDAGÓGICAS

Oficina de Planeamiento, Sala Técnica, Ministerio de Educación, Caracas.

The centre's functions are to collect, organize, preserve and maintain a collection of books and periodicals on education, to provide information services in support of the Planning Office's programmes and to educators and the interested public, and to encourage the exchange of information and publications with agencies at home and abroad.

Reference works

There are no nationally produced encyclopaedias, dictionaries or directories on education. The bibliographic sources for current materials are rare and have been characterized by great irregularities in frequency. The sources listed below compensate in part for the lack of a national bibliography in the decade 1950-60.

- 2 *Boletín de la Biblioteca Nacional*, 3ª época, 1959- . Caracas. Irregular.

Most issues contain a list of works by Venezuelan authors received in the National Library and published within the previous three years. The arrangement is under broad subject headings, with full bibliographic information. Coverage is complete to the extent that authors and publishers comply with the depository law.

- 3 *Catálogo de obras ingresadas*, 1950- . Caracas. Irregular.

The acquisitions list of the library at the Central University of Venezuela began publication as *Boletín informativo de las publicaciones recibidas*, suspended publication in 1956, resumed in 1958 with the title *Lista . . . de libros ingresados*, and took its present name in 1960. It now appears more or less monthly and recently adopted an arrangement by Library of Congress classification. Its scope is limited to materials which fall within the university's acquisition policies. National publications on education are included from time to time.

- 4 *Índice bibliográfico*, 1956-58. Caracas. Semi-annual. This short-lived subject index issued by the National Library attempted to provide a comprehensive key to books and pamphlets published in Venezuela or issued abroad but pertaining to that country. It helps to fill the gap left by the suspension of both the National Library's *Boletín* and the Central University Library's *Catálogo* during part of this period.

- 5 *Revista nacional de cultura*, 1938- . Caracas. Quarterly (irregular).

A general cultural review published by the Ministry of Education. Periodically it contains a section duplicating the acquisitions list which appears in the *Boletín* of the National Library [2].

Reference may also be made to this work of wider scope:

- 6 PAN AMERICAN UNION. DEPARTMENT OF CULTURAL AFFAIRS. DIVISION OF EDUCATION. *Education in Latin America: a partial bibliography*. Washington, D.C., 1958. 50 p.

Prepared for readers limited to the use of material in the English language. Works are listed in alphabetical order under headings by country or under 'Latin America—general'. Well annotated. A revised edition is planned.

Beginning with publications for 1960, Venezuela is included in the *Bibliografía de Centroamérica y del Caribe* [Costa Rica 4]. See also the *Handbook of Latin American studies* [Bolivia 2] and *Caribbean acquisitions* [Costa Rica 5].

Legislative and policy documentation

The educational system is governed by the Constitution, the Law of Education of 1955, decrees of the President, resolutions of the Minister of Education, and circulars issued by department directors.

The Constitution promulgated on 23 January 1961 contains the following provisions: Article 55, education is compulsory within the degrees and conditions fixed by law, and the State shall provide the means of compliance; Article 78, every citizen has the right to an education; the State shall create and maintain schools, institutions and services sufficiently endowed to ensure an access to education and culture; education provided by public institutions shall be given free except that the law may establish exceptions for higher and special education where persons of means are concerned; Article 79, the State shall stimulate and protect private education provided in accordance with the principles contained in the Constitution and the laws. Articles 80 and 81 deal in general terms with the aims of education and rights of teachers.

- 7 The text of the Constitution may be found in 'Constitución de la República de Venezuela', In: *Gaceta oficial* (Caracas), año LXXXIX, mes IV, no. 662 extraord., 23 enero 1961, p. 1-27.

More accessible to many readers is an English translation:

- 8 *Constitution of the Republic of Venezuela*, 1961. Washington, Pan American Union, 1961. 118 p. The comprehensive Law of Education of 25 July 1955 lays down the principles and objectives of

education and provides for the general administrative structure of the system. The text is contained in

- 9 MINISTERIO DE EDUCACIÓN. *Ley de educación*. Caracas, 1956. 26 p.

The law was originally published in the *Gaceta oficial* (Caracas), año LXXXIII, mes X, no. 24.813, 4 agosto 1955, p. 182.345-53, and also no. 24.814, 5 agosto 1955, p. 182.361-9.

Laws, regulations, resolutions and other dispositions with legal force are conveniently collected in

- 10 *Compilación legislativa de educación venezolana, preparada y ordenada de acuerdo con los respectivos documentos oficiales*, vol. 1- . [Caracas] 1959- . (Ediciones Venezolanas de Divulgación Educativa, 5).

Beginning with the Law of Education of 25 July 1955, volume 1 gives the complete text, as published in the official gazette, of important presidential decrees and ministerial resolutions on primary and secondary education and on general organization, up to 13 May 1959. Included are the regulatory decree (no. 438 of 20 October 1956) implementing the provisions of the 1955 law and the regulations for primary and secondary education.

To this should be added two subsequent dispositions relating to the Instituto Nacional de Cooperación Educativa (INCE) (National Institute for Educational Co-operation):

- 11 'Ley sobre el Instituto Nacional de Cooperación Educativa'. In: *Gaceta oficial* (Caracas), año LXXXVII, no. 26.043, 22 agosto 1959, p. 192.745-47.
- 12 'Decreto no. 239 por el cual se dicta el reglamento de la ley sobre el Instituto Nacional de Cooperación Educativa'. In: *Gaceta oficial* (Caracas), año LXXXVIII, mes VI, no. 26.217, 26 marzo 1960, p. 194.205-13.

These are also published separately in

- 13 INSTITUTO NACIONAL DE COOPERACIÓN EDUCATIVA. *Reglamento de la ley sobre el Instituto Nacional de Cooperación Educativa*. San Juan de los Morros, Tipografía C.T.P., 1960. 47 p. (Publicación no. 1).

The institute is financed by contributions from employers. Its purposes are to encourage the professional training of specialists in agriculture and skilled and semi-skilled trades, to collaborate in the campaign against illiteracy, and to prepare and distribute teaching materials to be used in such endeavours. It is directed by a council made up of representatives of the government, business and trade, agriculture, the press, and other interested groups.

[For the decree (no. 115 of 7 August 1959) which created the Educational Planning Office, see 30 below.]

Legislation pertaining to university education has been codified in decree no. 458 of 5 December 1958. It is available in

- 14 *Ley de universidades*. Caracas, Imprenta Nacional, 1958. 40 p.

First published in the *Gaceta oficial*, año LXXXVII, mes II, no. 576 extraord., 6 diciembre 1958, p. 1-11.

A guide to education legislation up to 1955 was compiled by the Documentation Service of the Technical Council on Education and published in three parts in the Ministry's journal *Educación*:

- 15 'Legislación escolar de Venezuela (1821-1953)'. In: *Educación* (Caracas), año XVI, no. 75, febrero 1955, p. 72-116.
- 16 'Reglamentación en materia educativa (1827-1954)'. In: *Educación* (Caracas), año XVI, no. 80, diciembre 1955, p. 98-141.
- 17 'Decretos relativos a educación (1900-1955)'. In: *Educación* (Caracas), año XVII, no. 82, abril 1956, p. 112-72.

Entries are arranged chronologically under subject. They identify each piece of legislation by type of act (decree, act, resolution, etc.), date, content and place where the full text may be found. In most cases the official gazette is cited, but frequently alternative sources such as separates, collections of laws or periodicals are indicated.

The annual report of the Minister of Education includes a section on new legislation as part of each department report. The Ministry's official journal, *Educación*, also has a regular feature titled 'Publicaciones oficiales' which gives the text of a few recent acts of importance.

A useful collection of retrospective laws is contained in the following:

- 18 MINISTERIO DE RELACIONES EXTERIORES. *Leyes y decretos reglamentarios de los Estados Unidos de Venezuela*, vol. 7. Caracas, 1943. 1,002 p.

This volume contains the texts of important regulatory laws and decrees dealing with education from 1837 to 1941. They are arranged in reversed chronological order under the three headings 'Educación nacional', 'Código de instrucción' and 'Universidades'. A chronological table of contents, but no subject indexes.

An index to legislation enacted between 1940 and 1952 and still in force on 31 December 1952 is provided in

- 19 EGUIDAZU Y GARAI, Tomás de. *Índice alfabético de principales leyes, decretos, reglamentos y resoluciones vigentes hasta el 31 de diciembre de 1952*. Caracas, 1953. 209 p.

Arranged by subject, with each entry giving the title and number (where one exists) of the legislative act and the date of the official gazette in which it was printed. Numerous entries under 'Educación nacional' and under the names of educational institutions.

A useful reference for Latin American legislation in general is

- 20 LIBRARY OF CONGRESS. LAW LIBRARY. HISPANIC LAW DIVISION. *Index to Latin American legislation, 1950-60*. Boston, G. K. Hall, 1961. 2 vols.

From the preface: 'In subject coverage, the *Index* is as comprehensive as possible without being burdened with unimportant matters. Both legislative and administrative enactments are included, and matters of general interest, basic codes and organic laws with their amendments are all exhaustively indexed.' Entries for education are under 'Educational law', under which there are sometimes subdivisions for primary and secondary education; other entries may be found under 'Universities'. Each entry gives the number, date and a brief description of the law, and cites the date of its publication in the official gazette.

Administration of the educational system

Although Venezuela is constitutionally a federation of states, political authority is highly centralized in the national government. This is reflected in the administration of the educational system, in which the states and municipalities take only a small part. Some of their tax revenues are allotted to primary schools, but the major portion of the budget is borne by the central government. All important functions of policy making, administration, supervision and inspection are discharged by the Ministry of Education.

Under the Minister of Education are the following directorates: General; Technical; Administrative; Primary and normal; Literacy; Secondary and higher; Technical, industrial and commercial; Culture and fine arts. In addition there are the Office of Legal Counsel, the Institute of Social Welfare and Assistance, and the National Institute of Sports. The Technical Council, an appointive advisory body concerned with all aspects of education, is attached to the Technical Directorate.

The Ministry has regional and district officers headed by supervisors and inspectors. Their function is to carry out national directives, maintain liaison with local authorities, and inspect public and private educational establishments to ensure that official programmes and textbooks are being used, examinations properly conducted, and standards of hygiene observed.

Secondary education in several specialized branches is the responsibility of other government Ministries. Telecommunications and transport, nursing and social work, statistics, public administration, and agriculture are under the Ministries of

Communications, Health, Development, Treasury, and Agriculture respectively.

Universities are autonomously governed by their own councils in the case of public establishments, and by the sponsoring authorities in private ones.

The Ministry's report is:

- 21 MINISTERIO DE EDUCACIÓN. *Memoria que el Ministerio de Educación presenta al Congreso Nacional de la República de Venezuela, 1883-*. Caracas.

Annual (frequency, title and issuing body vary).

A programme-report giving a chapter to the work of each of the Ministry's divisions. There are organization charts for each and a section on pertinent new legislation. Recent numbers of the report are remarkable for the completeness of the statistical annex which covers every phase of official education. The appendix in recent years runs to more than 300 pages and gives detailed information on every aspect of education with which the government is concerned. Number of establishments, students and professors, attendance figures, examination results, diplomas and degrees granted, budget and many other kinds of information are given; the break-down by age, level, sex, type of establishment, etc., is highly refined. In addition to the appendix, the Minister's report throughout is interspersed with appropriate statistical tables.

Some budget information is included in the Minister's annual report, but the complete list of allocations has not appeared as a separate publication for several years. The national budget is published only in the *Gaceta oficial*, where it usually takes up the entire issue dated June of each year.

Educational planning is now centralized in the Office of Integrated Educational Planning, a recently established agency within the Ministry whose work is closely co-ordinated with that of the Oficina Central de Co-ordinación y Planificación (CORDIPLAN) (National Central Office of Co-ordination and Planning):

- 22 OFICINA DE PLANEAMIENTO INTEGRAL DE LA EDUCACIÓN

Conde a Carmelitas No. 4, Caracas.

In 1960 this office began publication of a series of reports, the first of which is a quantitative study designed to serve as a basis for planning policy:

- 23 MINISTERIO DE EDUCACIÓN. OFICINA DE PLANEAMIENTO INTEGRAL DE LA EDUCACIÓN. *Informe no. 1 para el Plan Cuantitativo de Educación*. Caracas, 1960. 45 p. Processed.

Surveys present enrolment and number of classrooms, teachers available, and rate at which qualified teachers will be entering the educational system. Projects future needs based on present trends, and outlines the fundamental problems of planning to keep pace with the country's development. Chapter VI contains the recommendations for first priority action.

Structure and organization

Kindergartens for children 4 to 7 years old are maintained in larger urban centres by local governments and private agencies. Their number is still small (20,000 children enrolled in October 1960) and attendance is not compulsory.

Primary schooling lasts for six years (generally from age 7 to 14) and follows basically the same programmes for both rural and urban schools in the initial four-year phase. The two-year higher cycle provides for an agricultural orientation in rural schools and some pre-vocational industrial training in town schools. There is a general official examination at the end of the sixth year of primary studies which, if passed, confers the primary certificate required for entrance to all secondary schools.

Secondary education in the academic *liceo* comprises a five-year programme given in two cycles of three and five years each. After the first cycle of general studies the student may elect specialization in the sciences or the humanities. There are annual examinations, but no cumulative one except for entrance to the Medical School. The academic baccalaureate is conferred on passing of the fifth year examination. A few public commercial schools now offer a five-year commercial baccalaureate.

Technical secondary education is given in a variety of special day and night schools. The length of programmes in summary is: artistic, four years; arts and crafts, three years; industrial, four or five, more rarely (in large cities) six years; musical, ten years total; military, five years; nursing and social work, four years; practical agricultural schools for boys and home demonstration schools for girls, three years; telecommunications, transport and merchant marine schools, three years. The length of commercial studies varies from three years for secretaries to five for accountants.

Both urban and rural normal schools have four-year courses for primary teachers. Secondary school teachers, school directors and administrators receive post-secondary training at the Pedagogical Institutes (one at Caracas, another opened at Barquisimeto in 1959).

There are six universities, the most important being the Central University at Caracas, which has faculties of agronomy, architecture, sciences, economics, pharmacy, humanities and education, law, medicine and engineering. Programmes vary from four to six years depending on field of specialization.

The best source of information on organizational aspects of the educational system is the annual report of the Minister [21].

Programmes of study may be found in the four references below:

- 24 *Programas de educación primaria, por grados de estudio*. Caracas, Ediciones Venezolanas de Divulgación Educativa.
- 25 *Programas de educación secundaria, por años de estudio y especialidades*. Caracas, Ediciones Venezolanas de Divulgación Educativa.
- 26 *Programas de educación normal, por años de estudio*. Caracas, Ediciones Venezolanas de Divulgación Educativa.
- 27 MINISTERIO DE EDUCACIÓN. *Programa de educación comercial*. Caracas, 1957. 146 p.
- 28 UNIÓN PANAMERICANA. DEPARTAMENTO DE ASUNTOS CULTURALES. DIVISIÓN DE EDUCACIÓN. *Bibliografía de la educación primaria en América*. Washington, D.C., 1958. 85 p.

The first section is devoted to bibliographies in the theory and practice of primary education, under subject headings. The second gives—under country headings: bibliographies of studies and reports on primary education; laws regarding primary education. The third and last section provides a bibliography of bibliographies, encyclopaedias and reviews—each category in a separate group. No items are annotated.

Note also *The Caribbean: contemporary education* [Panama 31].

Educational studies and research

Mention can be made of work published in certain journals [33, for example] and in particular by the Instituto Pedagógico Experimental [32].

Textbooks and instructional materials

Textbooks are privately printed and distributed. Most of them are written by and for Venezuelans, but the actual printing is done abroad to take advantage of lower publishing costs. Private booksellers import and distribute books. The cost of texts is borne by the student.

To be included on the approved list, a book must be submitted for study to the Technical Council on Education. A favourable decision results in a ministerial resolution which specifies the level, course, grade or year, and use (official text, reference text, supplementary reading) to which the book may be put. The annual report of the Minister of Education [21] includes a table containing this information,

as well as the number and date of the resolution. The list of approved texts is periodically reviewed.

A list of publishers and booksellers may be found in the *Directorio de librerías y casas editoriales en América Latina* [Bolivia 23].

An audio-visual centre was created by law in 1958 and began functioning in early 1959 under the Directorate of Culture and Fine Arts. In 1960 the centre was integrated into the Technical Directorate of the Ministry:

29 CENTRO AUDIOVISUAL

Dirección Técnica, Ministerio de Educación, Caracas.

The centre has very active programmes of cultural extension through the media of radio and television and also works closely with the technical, supervisory and administrative departments of the Ministry. It collects, organizes and lends audio-visual materials for exhibits and classrooms, conducts studies on use, and has recently embarked on a programme of production and publication.

Education associations

Education associations are organized on a national basis with local chapters or affiliated in the larger towns. They may be freely formed and do not require a government charter. The national associations and their addresses may be found in *Teachers' associations* . . . [International sources 2], on page 115.

Educational journals

A number of new professional journals have made their appearance in recent years. To the brief list in the *International list of educational periodicals* [International sources 3] should be added:

- 30 *Boletín de la Oficina de Planeamiento Integral de la Educación*, 1961- . Caracas. Irregular.
No. 1 (May) describes the newly created Educational Planning Office and reprints the decree which brought it into existence. Brief articles deal with the objectives and methods of educational planning and related topics. Future numbers are intended to document the national programme of planning and reform.
- 31 *Boletín del Instituto de Mejoramiento Profesional del Magisterio*, 1958- . Caracas. Quarterly.
The Institute of Teacher Development is under the Directorate of Primary and Normal Education. The bulletin contains short articles (not over 4 pages) on subjects of professional interest.
- 32 *Boletín informativo del Instituto Pedagógico Experimental*, 1960- . Barquisimeto. Irregular.

Published by the Institute of Experimental Education, a professional training centre opened in 1960 to study and apply experimental methods in secondary and technical education. Most of its students are practising teachers.

33 *Educación de adultos, órgano de divulgación educativa*, 1959- . Caracas. Monthly.

A professional journal edited by Professor Félix Adam, Director of the Adult Education Office, and chiefly concerned with problems and developments in the field of adult education. It has published several short comparative studies on programmes in the U.S.S.R. and elsewhere.

34 *Educación rural*, 1958- . Rubio. Quarterly.

The official organ of the Centro Interamericano de Educación Rural (CIER) (Inter-american Centre for Rural Education), jointly sponsored by Unesco and the Organization of American States. Primarily concerned with rural education, this journal nevertheless contains substantial articles on educational theory in general and recent developments in other Latin American countries.

35 *El Mácaro, revista bimensual del maestro rural venezolano*, 1960- . Turmero. Bi-monthly. Processed.

Published by the Centro de Capacitación Docente 'El Mácaro', a rural normal school. The journal aims to provide rural teachers with theoretical orientation, methodological suggestions and instructional aids.

Educational statistics

Since 1956 educational statistics have been centralized in the Statistical Office of the Technical Directorate in the Ministry of Education. Statistics on pre-primary and primary education are collected for the office thrice yearly by district school supervisors. For the higher levels the data is supplied on a quarterly basis by the directors of educational establishments. A description of the system of educational statistics is given in

- 36 CENTRO INTERAMERICANO DE ENSEÑANZA DE ESTADÍSTICA ECONÓMICA Y FINANCIERA. CURSO LATINO-AMERICANO DE ESTADÍSTICAS EDUCACIONALES, Santiago, 1958. *El sistema estadístico educacional de Venezuela*. Santiago, 1958. 39 p. Processed. (At head of title: UNESCO, Proyecto Principal No. 1, Extensión de la Enseñanza Primaria en la América Latina).

Explains the organization and methods of the Statistical Office and includes samples of all forms used in gathering and compiling data.

The best source of information is the exceptionally comprehensive and well-presented statistical appendix to the Minister of Education's annual report [21].

The findings of the eighth general census with regard to education have been published in

- 37 MINISTERIO DE FOMENTO. DIRECCIÓN GENERAL DE ESTADÍSTICA. OFICINA CENTRAL DEL CENSO NACIONAL. *Octavo censo general de población (26 de noviembre de 1950); alfabetismo, asistencia escolar y nivel educacional*. Caracas, 1955. 121 p.

Tables for literacy and educational level reached, by age and sex; attendance, non-attendance and reason for non-attendance, by age and sex. Divided by administrative units, with some comparative tables for 1936 and 1941. The ninth census has been taken and its results will be published as the data are organized and tabulated.

The Statistics Bureau in the Ministry of Development issues a *Boletín mensual de estadística*, but this does not contain information on schools; it does give library use statistics. The bureau's annual has not been published for several years.

Education biography

See *Quién es quién en Venezuela, Panamá, Ecuador, Colombia...* [Colombia 36].

Educators are included in

- 38 *Diccionario biográfico de Venezuela*. Madrid, Blass, 1953. 1,558 p.

Published under the technical direction of Julio Cárdenas Ramírez. A hybrid compilation that is part gazetteer, directory and biographical dictionary. Pages 1275-525 comprise a commercial and industrial directory by subject. Names of persons and provinces are in a single alphabet. The biographies proper are mainly of living persons and run from 10 to 30 lines; some have portraits. There is an index by professions. For educators see sections 'Educadores', 'Maestros de enseñanza', 'Pedagogos' and 'Profesores'.

Information on education in the Federal People's Republic of Yugoslavia can be obtained from

- 1 **SAVEZNI ZAVOD ZA PROUČAVANJE ŠKOLSKIH I PROSVETNIH PITANJA** (Federal Institute for Educational Research and Documentation Centre)

Draže Pavlovića ul. 15, Beograd.

Organizes and carries out research in education through its groups (sections) for the study of various fields of education (general, vocational, higher and adult education, teacher training, out-of-school activities, psychology and educational guidance). Functions also as a national documentation centre on education. The institute provides information on the developments in education by means of a regular bulletin [5] and other publications.

Reference works

Works of general reference with sections on education include:

- 2 **Jugoslovenski pregled** (Yugoslav survey). *Informativno-dokumentarni priručnik o Jugoslaviji* (Manual of information and documentation about Yugoslavia), 1957-. Beograd, Publicističko-izdavački zavod, 'Jugoslavija'. Monthly.

Documentary information on the political, economic, social and cultural life of Yugoslavia. The section 'Culture' contains data on education and schools.

- 3 **Yugoslav survey**, 1960-. Beograd, Publicističko-izdavački zavod, 'Jugoslavija'. 3 times a year.

A selection of documentary information on the political, economic, social and cultural life of Yugoslavia. The section 'Culture' contains facts and figures on education and schools.

A handbook on education is

- 4 **DOGOVIĆ, Janko, et al. Školstvo u FNRJ Jugoslaviji** (Schools in the F.P.R. of Yugoslavia). Zagreb, Informator, 1961. 25 p.

Handbook giving a survey of types and levels of schools for youth and adults, with information on addresses, terms of admission, duration of schooling, standards and degrees. A chapter is devoted to vocational guidance; another deals with academic placement of graduates, foreign certificates or degrees and official recognition for them.

Two important periodical publications devoted to education are:

- 5 **Prosvetna dokumentacija** (Educational documentation), 1957-. Beograd, Savremena škola. Bi-monthly.

Bulletin of the Federal Institute for Educational Research. Contains notes on developments in education, legislation, conferences and decisions of the Councils for Education, news on conferences and seminars, general news on education in Yugoslavia and abroad, and activities of Unesco. Bibliographies are included. Table of contents in English and French.

- 6 **Revija školstva** (Education review), 1957-. Beograd, Biblioteka prosvetnih radnika. 5 issues a year.

Organ of the Teachers' Association of the People's Republic of Yugoslavia. Reports the latest achievements in educational theory and practice and presents a selection of articles on education in other countries. Each issue includes a selective bibliography of articles on education.

Sections on education are included in the national bibliography:

- 7 **Bibliografija Jugoslavije: knjige, brošure i muzikalije** (Bibliography of Yugoslavia: books, pamphlets and music), 1950-. Beograd, Bibliografski institut FNRJ. Bi-weekly.

Bibliography of books, pamphlets and other publications, classified according to the Universal Decimal Classification. A yearly cumulative index by author, title and subject is issued.

- 8 **Bibliografija Jugoslavije. Članci i prilogi u časopisima, novinama i zbirnim delima** (Bibliography of Yugoslavia. Articles and annexes in periodicals, papers and collective works). *Serijska A* (Section A), 1950-. Beograd, Bibliografski institut FNRJ. Monthly.

A bibliography of articles selected from over 1,000 Yugoslav reviews, newspapers, yearbooks, etc. The articles on education are listed in Section A (social studies, education, etc.) classified according to the UDC. An annual index by author and subject is included.

There are bibliographies of articles in educational periodicals such as *Pedagoški rad*, *Prosvetni pregled*, *Savremena škola*, *Školske novine* and *Školski vjesnik*:

- 9 **TUNKL, Antun. 'Bibliografija "Pedagoškog rada" 1946-1955'** (Bibliography of the journal 'Educational work' from 1946-55). In: *Pedagoški rad* (Zagreb), vol. XI, nos. 3-4, 1956, p. 177-222; nos. 5-6, p. 303-20.

A bibliography of articles from *Pedagoški rad* listed by author and subject, with list of subject headings. Articles are on educational policy, school management, the educational system, theory and history of education, psychology, methodology and teaching, adult education, teachers' organization, education in foreign countries, international co-operation in education, criticism and reviews, chronicles.

- 10 **DJORDJEVIĆ, Ž. 'Pedagoška bibliografija'** (Bibliography of education). In: *Prosvetni pregled* (Beograd), 1954.

A bibliography of articles on demonstration in teaching and teaching aids, special and moral education and polytechnical education, published in 1953 and 1954 in the weekly periodical *Prosvetni pregled* (Educational survey), organ of the Teachers' Association of the People's Republic of Serbia.

- 11 **VUKOVIĆ, R. Deset godina 'Prosvetnog pregleda' od 1945-1955** (Ten years of the paper 'Educational survey' from 1945 to 1955). Beograd, 1955. 128 p.

Bibliography of educational articles which appeared in *Prosvetni pregled* over a certain period. The articles are grouped under the following subheadings: educational policy, pre-primary and school education; curricula and syllabuses; teaching methods; children's homes and boarding schools; organization of schools; schools in other countries; teachers.

- 12 TURK, Ema. 'Registar članaka "Savremene škole" 1946-1955 godine' (Register of articles in the journal 'Contemporary school' for the years 1946-55). In: *Savremena škola* (Beograd), vol. XI, nos. 3-4, 1956, p. 287-315.

List of articles on general education, psychology, history of education, teaching, schools and education in foreign countries, school hygiene, school organization, chronicles, criticism and reviews.

- 13 PERUŠKO, T. *Pet godina 'Školskih novina'* (Five years of the 'School journal'). Zagreb, 1955.

A bibliography of articles on education published in 1955 in the weekly periodical *Školske novine*, organ of the Teachers' Association of the People's Republic of Croatia. The articles are listed under the following headings: teaching methods, organization of teaching, textbooks, status of teachers, pupils and out-of-school activities, school reform.

- 14 ERDELJAC, Marija. 'Popis članaka u "Školskim novinama" od 1955 do kraja 1959 godine' (List of articles in the 'School journal' from 1955 to 1959). In: *Školske novine* (Zagreb), vol. XI, 14 Januar 1960, p. 2-3.

A bibliography of articles published over a five-year period in *Školske novine*. The subject headings are the same as those noted above [13].

- 15 BERIC, Dušan. 'Popis članaka "Školskog vjesnika" (1951-1960)' (List of articles in the 'School herald' from 1951 to 1960). In: *Školski vjesnik* (Split), vol. XI, nos. 1-2, 1961.

A bibliography of articles on education which appeared in the organ of Dalmatian workers in science and education over a 10-year period.

Administration of the educational system

Federal educational authorities

The federal educational authorities are the Federal Executive Council and the Federal Executive Council's Secretariat for Education and Culture.

- 16 SAVEZNO IZVRŠNO VEĆE (The Federal Executive Council)
Beograd.

Concerns itself with and introduces regulations on execution of federal laws, of the Federal Social Plan, of the Federal Budget and of other acts introduced by the Federal People's Assembly; introduces regulations, decisions, instructions and resolutions and gives explanations on those concerning education and culture.

- 17 SEKRETARIJAT SAVEZNOG IZVRŠNOG VEĆA ZA PROSVETU I KULTURU (The Federal Executive Council Secretariat for Education and Culture)
Beograd.

An organ of the Federal Executive Council. As an expert service it studies and prepares questions on which the Federal Executive Council has to decide; submits to the Federal Executive Council, on its own initiative or at the request of the Council, proposals and opinions pertaining to the field of education and culture; prepares draft regulations and drafts of other acts which the Federal Executive Council introduces, and performs certain administrative duties.

Other bodies having to do with administration are:

- 18 PROSVETNI SAVET JUGOSLAVIJE (The Federal Council for Education)

Zgrada SIV-a, Beograd.

An organ independent of the system of State administration. In certain cases, provided by law, it too may introduce administrative acts. The council initiates questions of common interest to schools in the People's Republics and, if necessary, makes recommendations; discusses questions of general interest for the improvement of teaching and other aspects of education and, if necessary, presents conclusions; lays down the basis for the curricula of the schools; sets forth the general principles for the writing of school textbooks; gives opinions and makes recommendations within its sphere of activity; performs other functions delegated to it by law or by other regulations.

Members of the Federal Council for Education consist of two groups: those appointed by the Federal Executive Council and those elected by the Councils for Education of the Republics.

- 19 ODBOR ZA PROSVETU SAVEZNE NARODNE SKUPŠTINE (The Committee for Education of the Federal People's Assembly)
Beograd.

A standing committee formed in accordance with the respective provisions of the Constitution. The committee performs among others the following functions: discusses and prepares draft laws pertaining to education, science and culture; discusses questions of the educational system; sets forth basic principles of management of educational, scientific and cultural institutions; discusses questions of educational and cultural policy of the Federation; reviews reports of the Federal Executive Council on Education, Science and Culture. The members of the committee are elected from among the members of the Federal People's Assembly.

- 20 ODBOR ZA PROSVETU I KULTURU SIV-A (The Committee for Education and Culture of the Federal Executive Council)
Zgrada SIV-a, Beograd.

Discusses questions concerning education, culture, scientific institutions, the organization of research work and of physical culture. The committee presents to the Federal Executive Council proposals and conclusions; it also discusses and gives opinions on draft laws and draft regulations which the Secretariat for Education and Culture submits to the council.

Laws concerning the whole Federation are enacted by the Federal People's Assembly.

Federal laws may be found in:

- 21 'Opšti zakon o školstvu sa uvodnim zakonom' (General law on education with introductory law). In: *Službeni list Federativne Narodne Republike Jugoslavije* (Official gazette of the Federal People's Republic of Yugoslavia), (Beograd), 1958. 136 p.

The General Law on Education in Yugoslavia contains: the basic principles of the system of education, the life and work of a school; the position and organization of schools and of other educational institutions; the rights and duties of the State and social organs towards the schools and other educational institutions. Issued also by the publisher Jugoslavija in Belgrade in 1959 in separate English, French and Russian editions, as follows:

General law on education in Yugoslavia. 111 p.

La Loi générale sur l'enseignement en Yougoslavie. 113 p.

Opšćij zakon o škol'nom obučení v Jugoslavii. 123 p.

- 22 SEKRETARIJAT SAVEZNOG IZVRŠNOG VEĆA ZA PROSVETU I KULTURU. *Finansiranje školstva* (Fundamental law on the financing of schools). Beograd, Zavod za javnu upravu, 1959. (Serija 'Nova administracija' sveska, 19).

Law on the financing of schools and other educational and training establishments, based on the principle of further decentralization of the educational system.

- 23 'Opšti zakon o fakultetima i univerzitetima' (General law on faculties and universities). In: *Službeni list FNRJ* (Beograd), no. 26, 1960.
- 24 'Rezolucija o obrazovanju stručnih kadrova' (Resolution of the Federal People's Assembly concerning the training of specialized personnel). In: *Službeni list FNRJ* (Beograd), no. 25, 1960.

- 25 'Zakon o upravnim školama' (Law on schools of administration). In: *Službeni list FNRJ* (Beograd), no. 29, 1956.

- 26 'Osnovni zakon o stipendijama' (General law on scholarships). In: *Službeni list FNRJ* (Beograd), no. 32, 1955. Amendment of this law, *Službeni list FNRJ*, no. 53, 1956.

- 27 'Zakon o doktoratu nauka' (Law on Doctorates of Science). In: *Službeni list FNRJ* (Beograd), no. 29, 1955.

Schools are directly managed by the school committee, the council of teachers and the headmaster. Universities and university faculties are managed by corresponding councils.

Within the territory of a municipality or district, certain rights and duties are vested in the People's Committees as provided by law.

The People's Committees of municipalities and districts have councils of education, the terms of reference of which are defined in the General Law on Education (Articles 156 and 161).

Legislative documentation about social management in schools is found in

- 28 JEMUOVIĆ, Rodoljub. *O radu školskih odbora* (Work of the school committees). Beograd, Savremena administracija, 1959. 169 p.

Describes functions, responsibilities and tasks of the school committees.

[See also 21 and 23.]

Official reports include:

- 29 FEDERAL EXECUTIVE COUNCIL. SECRETARIAT FOR EDUCATION AND CULTURE. *Changes in the programme of education during the 1958/59 academic year.* Belgrade, Publicističko-izdavački zavod, 'Jugoslavija', 1960. 35 p. In English, French and Russian. Report presented to the Twenty-second Conference on Public Education, held in Geneva, 1959.

- 30 —. —. *Report on the educational development in the 1959/60 academic year.* Belgrade, Publicističko-izdavački zavod, 'Jugoslavija'. 31 p. In English, French and Russian.

Report presented to the Twenty-third Conference on Public Education, held in Geneva, 1960.

Official bulletins of the Federal Executive Council Secretariat of Education are circulated on a restricted distribution list.

Other official publications include the following [31-34]:

- 31 *Službeni list Federativne Narodne Republike Jugoslavije* (Official gazette of the Federal People's Republic of Yugoslavia), 1945-. Beograd. Weekly.

- 32 *Zbirka novih školskih propisa* (Collection of latest laws on education). Book I, ed. by Rodoljub Jemuović, Miloš Jović. Beograd, 'Savremena administracija', 1960. 431 p.

This book contains the texts of the General Law on Education and the laws on elementary schools of the six republics of the Federal People's Republic of Yugoslavia, with comments and comparative analyses of the laws. Other legislative enactments such as decrees, ordinances, regulations, etc., introduced in connexion with these laws are listed in this book also. Introduction by Krste Crvenkovski.

- 33 *Uslovi za upis studenata na fakultete, visoke škole i umetničke akademije* (Terms of enrolment at

universities, higher schools and academies of arts), ed. by D. Vukmirović, B. Dumić and D. Petrović. Beograd, Naučna knjiga, 1960. 163 p.

Collection of laws on university faculties, regulations for the enrolment of students and programmes for admission examinations at higher schools and art academies.

- 34 SAVEZNA NARODNA SKUPŠTINA. *Društveni plan privrednog razvoja Jugoslavije 1961-1965* (Five-year plan of economic development). Beograd, Kultura, 1961. 165 p.

This plan contains also provisions for the work of schools and other training establishments adapted to the need of the economy in the following five years.

Educational authorities of the republics

Laws on education in the various republics are introduced by the People's Assemblies of the Republics.

The Committee for Education of the Republic's People's Assembly is a body performing functions similar to those of the Committee of the Federal People's Assembly in the territory of the respective constituent republic.

The educational organs of the republics are the Councils of Education. The president of each council is a member of the Executive Council of the republic in question; members are a fixed number appointed by the Executive Council and from among educators, health workers and other 'civil servants' (public workers), a fixed number chosen by the Council of Education or by its delegates, a fixed number elected from among the members of the Trade Union Council of the republic, the People's Youth Organization and the professional associations of the republic, as well as other social organizations.

The professional and administrative services of the Councils of Education are performed by the secretariats of the respective republics. The councils carry out the following activities: survey the general situation of the development and improvement of schools and other educational institutions within their territory; review reports of the teaching personnel; provide for the training and improvement of teaching staff; propose to the Executive Council of the republic the programme of development of gymnasias and of vocational and special schools and insure that it is executed; introduce the curricula for all schools for the territory; supervise and secure approval for the publication of textbooks and manuals and the production of teaching aids.

The Councils of Education of the six republics (Serbia, Croatia, Slovenia, Bosnia-Herzegovina, Macedonia and Montenegro) and of the autonomous

regions (Vojvodina and Kosovo-Metohija) are, in that order:¹

- 35 SAVET ZA PROSVETU NR SRBIJE
Terazije 10, Beograd.
 - 36 SAVJET ZA PROSVJETU NR HRVATSKE
Trg Jože Vlahovića 6, Zagreb.
 - 37 SVET ZA ŠOLSTVO LJR SLOVENIJE
Župančičeva 3, Ljubljana.
 - 38 SAVJET ZA PROSVJETU NR BOSNE I HERCEGOVINE
Djure Djakovića 6, Sarajevo.
 - 39 SAVET ZA PROSVETU NA NR MAKEDONIJA
Skopje.
 - 40 SAVJET ZA PROSVJETU NR CRNE GORE
Titograd.
 - 41 SAVET ZA PROSVETU AUTONOMNE POKRAJINE VOJVODINE (APV)
Maršala Tita 4, Novi Sad.
 - 42 SAVET ZA PROSVETU AUTONOMNE KOSOVSKO-METOHISKE OBLASTI (AKMO)
Priština.
- Among the legislative enactments of the official bodies of the republics, official publications² concerning education are:
- 43 *Službeni glasnik Narodne Republike Srbije* (Official herald of the Popular Republic of Serbia). Beograd, Izvršno veće NRS. Weekly.
 - 44 *Narodne novine. Službeni list Narodne Republike Hrvatske* (National gazette. Official journal of the Popular Republic of Croatia). Zagreb. Weekly.
 - 45 *Uradni list Ljudske Republike Slovenije* (Workers' journal of the People's Republic of Slovenia). Ljubljana. Fortnightly. In Slovenian.
 - 46 *Službeni list Narodne Republike Bosne i Hercegovine* (Official journal of the Popular Republic of Bosnia and Herzegovina). Sarajevo. Weekly.
 - 47 *Služben vesnik na Narodna Republika Makedonija* (Official gazette in the Popular Republic of Macedonia). Skopje. Irregular. In Macedonian.
 - 48 *Službeni list Narodne Republike Crne Gore* (Official journal of the Popular Republic of Montenegro). Titograd. Irregular.

With the exception of Montenegro, the Councils for Education of the republics have their own official journals in which legislative enactments on education are published. These journals are:

- 49 *Prosvetni glasnik* (Educational herald). Službeni organ Saveta za prosvetu NR Srbije i Saveta za kulturu NR Srbije (Official organ of the Council for Education of the P.R. of Serbia and of the

1. The same order by location has been followed in listing institutions, centres, libraries, etc.

2. In Serbo-Croat unless otherwise indicated.

- Council for Culture...), 1951-. Beograd, Zavod za izdavanje udžbenika Narodne Republike Srbije. Monthly.
- 50 *Prosvjetni vjesnik* (Educational herald). Službeni organ Savjeta za prosvjetu NR Hrvatske (Official organ of the Council for Education of the P.R. of Croatia), 1948-. Zagreb, Savjet za prosvjetu NR Hrvatske. Irregular.
- 51 *Objave* (Decrees), Sveta za školstvo LJRS, Sveta za kulturo in prosveto LJRS, Sveta za znanost LJRS, Zavoda za poučavanje školstva (of the P.R.S. Council for Schools, the P.R.S. Council for Culture and Education, the P.R.S. Council for Science, the Institute for School Research), 1950-. Irreg. In Slovenian.
- 52 *Školski glasnik* (School herald), 1952-. Sarajevo, Savjet za prosvjetu NR Bosne i Hercegovine. Monthly.
- 53 *Prosveten glasnik* (Educational herald). Služben organ na Sovetot za prosveta i Sovetot za kultura na NR Makedonija (Official organ of the Council for Education and Council for Culture of the P.R. of Macedonia), 1958-. Skopje, 'Prosvetno delo' pretprijatije za učebnici. Irreg. In Macedonian. Since the council for Education of the P.R. of Crna Gora (Montenegro) has no similar organ, all legislative enactments on education are published in the Republic's official gazette [48].
- Education laws enacted by the republics include laws on pre-primary education:
- 54 'Zakon o dečjim vrtićima' (Law on kindergartens). In: *Narodne novine NR Hrvatske* (Zagreb), no. 24, 1956.
- 55 'Zakon o ustanovama za pretškolsko vaspitanje' (Law on pre-primary institutions). In: *Službeni glasnik NR Makedonija* (Skopje), no. 23, 1959. Laws on elementary schools enacted by the Republic Assemblies are based on the General Law on education in Yugoslavia [21].
- 56 'Zakon o osnovnoj školi' (Law on the elementary school). In: *Prosvetni glasnik, Službeni organ Saveta za prosvetu NR Srbije* (Beograd), nos. 7, 8, 9, 1959.
- 57 'Zakon o osnovnoj školi'. In: *Narodne novine, Službeni list NR Hrvatske* (Zagreb), no. 32, 1959.
- 58 'Zakon o osnovnoj školi'. In: *Uradni list LJR Slovenije* (Ljubljana), no. 32, 1959.
- 59 'Zakon o osnovnoj školi'. In: *Službeni list NR Bosne i Hercegovine* (Sarajevo), no. 25, 1959.
- 60 'Zakon o osnovnoj školi'. In: *Službeni vesnik na NR Makedonija* (Skopje), no. 35, 1959.
- 61 'Zakon o osnovnoj školi'. In: *Službeni list NR Crne Gore* (Titograd), no. 18, 1959.
- Laws on the gymnasium have been printed as follows:
- 62 'Zakon o gimnazijama' (Law on gymnasiums). In: *Narodne novine, Službeni list NR Hrvatske* (Zagreb), no. 31, 1959.
- 63 'Zakon o gimnaziji' (Law on the gymnasium). In: *Službeni list NR Bosne i Hercegovine* (Sarajevo), no. 11, 1960.
- 64 'Zakon za gimnazijata'. In: *Službeni vesnik na Narodna Republika Makedonija* (Skopje), no. 35, 1959.
- 65 'Zakon o gimnaziji'. In: *Službeni list NR Crne Gore* (Titograd), no. 29, 1959.
- In the other constituent republics, laws on the gymnasium will be enacted later.
- Laws on universities and schools of higher education may be found as follows for the People's Republic of Serbia:
- 66 'Zakon o univerzitetima' (Law on universities). In: *Službeni glasnik NR Srbije* (Beograd), no. 13, 1956.
- 'Izmene i dopune' (Amendments). In: *Službeni glasnik NR Srbije*, no. 50, 1956; no. 30, 1959; no. 23, 1960.
- 67 'Zakon o Umetničkoj Akademiji' (Law on the Academy of Arts). In: *Službeni glasnik NR Srbije* (Beograd), no. 28, 1957.
- 'Izmene i dopune' (Amendments). In: *Službeni glasnik NR Srbije*, no. 31, 1957; no. 51, 1959.
- 68 'Zakon o višim školama' (Laws on schools of higher education). In: *Službeni glasnik NR Srbije* (Beograd), no. 34, 1956.
- 'Izmene i dopune' (Amendments). In: *Službeni glasnik NR Srbije*, no. 27, 1958.
- 69 'Zakon o visokim školama za fizičko vaspitanje' (Law on higher schools for physical education). In: *Službeni glasnik NR Srbije* (Beograd), no. 50, 1956. For Croatia, laws on universities and schools of higher education are:
- 70 'Zakon o sveučilištu' (Law on the university). In: *Narodne novine NR Hrvatske* (Zagreb), no. 38, 1957.
- 71 'Zakon o Akademiji Umjetnosti' (Law on the Academy of Arts). In: *Narodne novine NR Hrvatske* (Zagreb), no. 38, 1957.
- 72 'Zakon o pedagoškim akademijama' (Law on academies of education). In: *Narodne novine NR Hrvatske* (Zagreb), no. 32, 1960.
- 73 'Zakon o višim ekonomskim školama' (Law on higher schools of economics). In: *Narodne novine NR Hrvatske* (Zagreb), no. 31, 1960.
- 74 'Zakon o višim pomorskim školama' (Law on higher naval schools). In: *Narodne novine NR Hrvatske* (Zagreb), no. 30, 1959.

- 75 'Zakon o višim poljoprivrednim školama' (Law on higher agricultural schools). In: *Narodne novine NR Hrvatske* (Zagreb), no. 31, 1960.
- 76 'Zakon o višim školama za medicinske sestre' (Law on higher schools for medical nurses). In: *Narodne novine NR Hrvatske* (Zagreb), no. 32, 1960.
- The law on universities in Slovenia is
- 77 'Zakon o visokem šolstvu v Ljudski Republiki Sloveniji' (Law on universities in the People's Republic of Slovenia). In: *Uradni list LJR Slovenije*, no. 39, 1960.
- For Bosnia and Hercegovina the university law is
- 78 'Zakon o univerzitetu u Sarajevu' (Law on the university in Sarajevo). In: *Službeni list NR Bosne i Hercegovine*, no. 11, 1956.
- Amendments are in no. 7, 1960, of the same journal.
- For laws on the university and higher vocational schools in Macedonia, see:
- 79 'Zakon o univerzitetu u Skopju' (Law on the university in Skopje). In: *Služben vesnik na NR Makedonija*, no. 15, 1956.
- Amendments are in nos. 23 and 31, 1958, of the same journal.
- 80 'Zakon o osnivanje viši stručni školi (Law on the foundation of higher vocational schools). In: *Služben glasnik na NR Makedonija*, no. 32, 1960.

Structure and organization

Education is provided by a system composed of pre-primary institutions, elementary schools, various types of vocational and higher vocational schools, secondary schools for general education (*gimnazije*), institutions for adult education, special schools for physically and mentally handicapped children, and education of industrial foremen by direct participation in production.

In addition to university faculties, schools of higher education and academies, there are special schools for teacher training.

The eight-year elementary school (for general education) is the foundation of the entire school system. It is uniform throughout the country in its educational purpose and general organization of work and life—its curricula following the basic lines laid down by the Federal Council of Education [101]. The Municipal Councils of Education are entitled, however, to adapt the curricula to geographical and economic conditions and to the needs of the area in which the school is located.

The gymnasium, a secondary school for general education with a four-year course, is open to pupils

who have completed the eight-year elementary school course. The pupil takes a final examination at the end of his studies at the gymnasium.

Under the new educational system vocational and technical schools are placed at the same level as the gymnasium. Thus, students who complete the programme of studies in a vocational school may enrol, under prescribed conditions, in higher vocational schools, schools of higher education, university faculties and art academies.

The vocational schools are of numerous categories, i.e., those for skilled workers, technical schools, schools for various trades and services, and art schools.

Teachers are trained in schools which prepare them for teaching at a specific level: there are schools for the training of teachers in nursery schools, others which prepare teachers for the elementary, vocational and special schools. Teachers for the gymnasia are trained at universities (at the faculties of philosophy or at the faculties of mathematics and natural sciences); art teachers are trained in art schools and academies. Physical training instructors are trained in special schools.

Institutions devoted to research and improvement of educational methods are the Federal Institute for Educational Research [1] and the Institutes for the Advancement of Education in each of the six republics and in the autonomous regions of Vojvodina and Kosovo-Metohija.

The Federal Institute for Educational Research conducts studies in education and carries out surveys of experience and achievement in educational theory and practice.

The Institutes for the Advancement of Education in the republics perform tasks similar to those of the Federal Institute for Educational Research. They also supervise teaching methods in schools within their territory, lend professional assistance to teachers and supervise the enforcement of regulations concerning the organization of schools.

Similar activities are performed locally within each district by a special body of the People's Committee of the district.

[For addresses of teachers' colleges and institutes of education, see 196-208.]

Educational studies and research

Studies and research are carried out by the Federal Institute for Educational Research [1], by institutes for the promotion of education in the republics, by centres of research, by an institute for adult education and by university institutes of education.

Institutes for the promotion of education in the republics include:

- 81 INSTITUT ZA PEDAGOŠKO ISTRAŽIVANJE NR SRBIJE (Institute for Pedagogical Research of the P.R. of Serbia)

Knez Mihajlova 35, Beograd.

- 82 ZAVOD ZA OSNOVNO OBRAZOVANJE I ZA OBRAZOVANJE NASTAVNIKA NR SRBIJE (Institute for Elementary and Teachers' Education of the P.R. of Serbia)

Terazije 10, Beograd.

- 83 ZAVOD ZA STRUČNO OBRAZOVANJE (Institute for Vocational Education)

Terazije 10, Beograd.

- 84 ZAVOD ZA UNAPREDJENJE NASTAVE I OPĆEG OBRAZOVANJA NR HRVATSKE (Institute for the Improvement of Instruction in the P.R. of Croatia)

Trg Jože Vlahovića 6, Zagreb.

- 85 ZAVOD ZA POUČEVANJE ŠOLSTVA LJR SLOVENIJE (Slovenian Institute for School Research)

Župančičeva 3, Ljubljana.

- 86 ZAVOD ZA UNAPREDJIVANJE ŠKOLSTVA NR BOSNE I HERCEGOVINE (Institute for Educational Advancement of the P.R. of Bosnia-Herzegovina)

Djure Djakovića 6, Sarajevo.

- 87 ZAVOD ZA UNAPREDJIVANJE I PROUČAVANJE ŠKOLSTVA NR MAKEDONIJE (Macedonian Institute for Educational Advancement and Research)

13 Noemvri 10, Skopje.

- 88 ZAVOD ZA UNAPREDJENJE ŠKOLSTVA NR CRNE GORE (Montenegrin Institute for Educational Improvement)

Titograd.

- 89 ZAVOD ZA UNAPREDJENJE OPŠTEG I STRUČNOG OBRAZOVANJA AUTONOMNE POKRAJINE VOJVODINE (Institute for Improvement of General and Vocational Education of the Vojvodina autonomous province)

Maršala Tita 4, Novi Sad.

- 90 ZAVOD ZA UNAPREDJENJE ŠKOLSTVA AUTONOMNE KOSOVO-METOHISKE OBLASTI (Institute for Educational Advancement in the Autonomous Region of Kosovo-Metohija)

Priština.

A few research centres are noted below:

- 91 CENTAR ZA USAVRŠAVANJE NASTAVNIKA NR SRBIJE (Centre for the Improvement of Teachers in the P.R. of Serbia)

Obilićev venac 5, Beograd.

- 92 CENTAR ZA STRUČNO USAVRŠAVANJE NASTAVNIKA (Centre for the Improvement of Teachers)

Pionirski grad, Zagreb.

- 93 PEDAGOŠKI CENTAR ZA STRUČNE ŠKOLE (Centre for Vocational Education)

Omladinska 12, Rijeka.

Following is the Institute for Adult Education, in Slovenia:

- 94 ZAVOD ZA OBRAZOVANJE ODRASLIH
Erjavčeva 8, Ljubljana.

University institutes of education comprise:

- 95 PEDAGOŠKI INSTITUT FILOZOFSKOG FAKULTETA (Education Institute of the Faculty of Philosophy)
Savska 77, Zagreb.

- 96 PEDAGOŠKI INSTITUT, UNIVERZITET (Education Institute, University)
Trg Revolucije 11 h.c., Ljubljana.

Below are guides to educational research:

Bibliografija Jugoslavije [7].

Bibliografija Jugoslavije . . . Serija A [8].

- 97 'Doktorske disertacije i doktori nauka; Bibliografija doktorskih disertacija od 1945-1959' (. . . Bibliography of doctors' theses, 1945-59). In: *Jugoslovenski pregled* (Beograd), nos. 7-8, 1959, p. 307-24.

Jugoslovenski pregled [2].

Prosvetna dokumentacija [5].

Revija školstva [6].

Works devoted to the national school system follow [98-100] (no special guide exists to publications on this subject):

- 98 SAVEZNA NARODNA SKUPŠTINA (Federal People's Assembly). *Prijedlog sistema obrazovanja i odgoja u FNRJ* (Proposal on the system of education in the FPRY). Beograd, Kultura, 1958. 261 p. (Annex).

This document, which explains the regulations of the Commission on School Reform appointed in 1954 by the Education Committee of the Federal People's Assembly, serves as a basis for the work of all educational authorities and organizations in carrying out school reform and the advancement of education.

The same document in English is

The Proposed system of education in Federal People's Republic of Yugoslavia. Belgrade, Publicističko-izdavački zavod, 'Jugoslavija', 1959. 191 p.

- 99 SAVEZNI ZAVOD ZA PROUČAVANJE ŠKOLSKIH I PROSVETNIH PITANJA. *Osnovna škola* (Elementary school). Beograd, Savremena škola, 1958. 312 p.

A complete description of the structure of the elementary school has been worked out according to the general principles and views regarding compulsory education laid down by the Commission on School Reform. This book defines the nature and tasks of the unified elementary school and the question of its educational work, including curriculum. It describes the system for financing the schools and protecting the health of students.

The same document in English is

The Elementary school in Yugoslavia. Belgrade, Publicističko-izdavački zavod, 'Jugoslavija', 1960. 260 p.

- 100 SAVEZNI ZAVOD ZA PROUČAVANJE ŠKOLSKIH I PROSVETNIH PITANJA. *Gimnazija* (Gymnasium). Beograd, Savremena škola, 1958. 236 p.

Elaboration of the basic attitudes regarding reform of the gymnasium which are contained in the 'Proposal on the system of education in the FPRY' and in the 'General law on education' [21]. The basic principles which have served as a criterion for choosing subject matter are indicated. The organization of educational work is outlined, the characteristic features being compulsory subjects and optional subjects, together with extracurricular activities. The syllabus of every subject contained in the core curriculum and optional list is described.

A basic work for the elementary school curriculum is

- 101 PROSVETNI SAVET JUGOSLAVIJE (Federal Council of Education). *Osnovi nastavnog plana i programa za osnovne škole* (Bases of the curriculum for elementary schools). Beograd, Službeni list Federativne Narodne Republike Jugoslavije, XV, no. 13, 1959. (Annex).

In accordance with Articles 30 and 170 of the 'General law on education', the Federal Council for Education laid down the bases for the curriculum of elementary schools. These bases assist the educational authorities of the republics in planning the curricula of the elementary schools under their jurisdiction.

Curricula for elementary schools of the republics are described in the works noted below [102-107]:

- 102 *Nastavni plan i program za osnovnu školu u NR Srbiji* (Curriculum for the elementary school of the P.R. of Serbia). Beograd, Zavod za izdavanje udžbenika NR Srbije, 1959. 340 p.
- 103 ZAVOD ZA UNAPREDJENJE NASTAVE I OPĆEG OBRAZOVANJA NR HRVATSKE. *Osnovna škola—programat-ska struktura* (Elementary school programme). Zagreb, 1958. 224 p.
- 104 SVÉT ZA ŠOLSTVO LJUDSKE REPUBLIKE SLOVENIJE. *Predmetnik in učni načrt za osnovne šole* (Curriculum for the elementary school). Ljubljana, Objave, 1959. p. 5-78.
- 105 NARODNA REPUBLIKA BOSNA I HERCEGOVINA—SAVJET ZA PROSVJETU. *Nastavni plan i program za osnovne škole* (Curriculum for the elementary school). Sarajevo, Svjetlost, 1959. 269 p.
- 106 ZAVOD ZA UNAPREĐIVANJE NA ŠKOLSTVOTO NA NR MAKEDONIJI. *Nastavni planovi i program za osnovite učilišta vo NR Makedonije I-V oddelenie* (Curriculum for the elementary school, grades I-V). Skopje, Prosvetno delo, 1959. 139 p.

- 107 ZAVOD ZA UNAPREDJENJE ŠKOLSTVA NR CRNE GORE. *Nastavni plan i program za osnovnu školu u Narodnoj Republici Crnoj Gori* (Curriculum for the elementary school). Titograd, Grafički zavod, 1959. 271 p.

Curricula for the gymnasium are provided by

- 108 PROSVETNI SAVET JUGOSLAVIJE. 'Osnovi nastavnog plana i programa za gimnazije' (Bases of the curriculum for the gymnasium). In: *Službeni list Federativne Narodne Republike Jugoslavije* (Beograd), XV, no. 26, 1959. (Annex).

In accordance with Article 38, p. 1 of the 'General law on education', the Federal Council for Education has fixed the bases for the curriculum of the gymnasium. These basic provisions comprise the following sections: place and role of the gymnasium; educational aims; structure of the teaching process; the gymnasium and the community; observation of the development and evaluation of pupils; organization of the gymnasium.¹

Following [109-113] are reports on education and its development:

- 109 SAVET ZA NAUKU I KULTURU VLADE FNRJ. *Školstvo u FNRJ Jugoslaviji od školske 1945-46 do 1950-51 godine* (Public instruction in the Federal People's Republic of Yugoslavia for the school years 1945/46 to 1950/51). Beograd, 1952. 259 p.
- 110 CONSEIL POUR LA SCIENCE ET LA CULTURE DU GOUVERNEMENT DE LA RPF DE YUGOSLAVIE/COUNCIL FOR SCIENCE AND CULTURE OF THE GOVERNMENT OF THE FPR OF YUGOSLAVIA. *L'Instruction publique dans la République Populaire Fédérative de Yougoslavie de 1945-46 à 1950-51/Education in the Federal People's Republic of Yugoslavia, 1945-46 to 1950-51*. Belgrade, 1952. 134 p.
- 111 ERNIAKOVIĆ, G.; KRNETA, Lj. *The Yugoslav educational system*. Belgrade, Publicističko-izdavački zavod, 'Jugoslavija', 1959. 39 p. In English and French.
- 112 SECRETARIAT FOR EDUCATION AND CULTURE OF THE FEDERAL EXECUTIVE COUNCIL OF THE FEDERAL PEOPLE'S REPUBLIC OF YUGOSLAVIA. *Changes in the programme of education during the 1958/1959 academic year*. Belgrade, Publicističko-izdavački zavod, 'Jugoslavija', 1959. 35 p. In English, French and Russian.

Report presented to the Twenty-second Conference on Public Education, held in Geneva, 1959.

1. Each of the republics prepares the curriculum to be introduced in the gymnasia of its own territory.

- 113 SECRETARIAT FOR EDUCATION AND CULTURE OF THE FEDERAL EXECUTIVE COUNCIL OF THE FEDERAL PEOPLE'S REPUBLIC OF YUGOSLAVIA. *Report on the educational development in the 1959-60 academic year*. Belgrade, Publicističko-izdavački zavod, 'Jugoslavija', 1960. 31 p. In English, French and Russian.

Report presented to the Twenty-third Conference on Public Education, held in Geneva, 1960.

Information about publications on education in foreign countries in the national languages of Yugoslavia may be found in the reference works *Bibliografija Jugoslavije* [7, 8] and in *Prosvetna dokumentacija* [5].

In the field of research two comparative studies are:

- 114 ZAVOD ZA POUČEVANJE ŠOLSTVA LJR SLOVENIJE. *Strokovne šole pri nas in drugod* (Vocational schools in our country and abroad). Ljubljana, Državna založba Slovenije, 1959. 172 p.
- 115 ŽIVOJNOVIĆ, Petar. *Nastava matematike danas u svetu* (The teaching of mathematics in the world of today). Beograd, Zavod za izdavanje udžbenika NR Srbije, 1959. 51 p. (Matematička biblioteka, 12).

Textbooks and instructional materials

These organizations and institutions prepare publications for education:

- 116 CENTRALNI KOMITET NARODNE OMLADINE SRBIJE (Central Committee of Serbian Youth)
Kralja Milutina 8, Beograd.
- 117 CENTRALNI ODBOR SAVEZA GLUVIH JUGOSLAVIJE (Central Committee of Associations of the Deaf of Yugoslavia)
Maršala Tita 6, Beograd.
- 118 CENTRALNO VEĆE SAVEZA SLEPIH JUGOSLAVIJE (Central Council of Associations of the Blind of Yugoslavia)
Knez Mihailova 42, Beograd.
Institut za pedagoško istraživanje NR Srbije [81].
- 119 JUGOSLAVENSKO UDRUŽENJE ZA PROFESIONALNU ORIJENTACIJU (Yugoslav Association for Vocational Guidance)
Nemanjina 34, Beograd.

- 120 SAVET DRUŠTAVA ZA STARANJE O DECI I OMLADINI JUGOSLAVIJE (Council of Associations for the Care of Children and Youth)
Moše Pijade 12, Beograd.
- 121 SAVEZ DRUŠTAVA PRIJATELJA DECE NR SRBIJE (Union of Associations of Friends of Children of the P.R. of Serbia)
Nušićeva 6, Beograd.
- 122 SAVEZ PEDAGOŠKIH DRUŠTAVA JUGOSLAVIJE (Union of Education Associations of Yugoslavia)
Moše Pijade 72, Beograd.
Savezni zavod za proučavanje školskih i prosvetnih pitanja [1].
Zavod za osnovno obrazovanje i za obrazovanje nastavnika NR Srbije [82].
- 123 PEDAGOŠKI KNJIŽEVNI ZBOR (Pedagogical Literary Assembly)
Maršala Tita 4, Zagreb.
- 124 SAVEZ DRUŠTAVA 'NAŠA DJECA' NR HRVATSKE (Union of 'Our Children' Associations of the P.R. of Croatia)
Trg Republike 8, Zagreb.
- 125 SAVEZ NARODNIH SVEUČILIŠTA (Union of Popular Universities)
Socijalističke Revolucije 17, Zagreb.
Zavod za Unapredjenje nastave . . . NR Hrvatske [84].
- 126 ZAVOD ZA UNAPREDJIVANJE ŠKOLSTVA NR HRVATSKE (Institute for Improvement of the Public Instruction of the P.R. of Croatia)
Jože Vlahovića 6, Zagreb.
- 127 PEDAGOŠKO DRUŠTVO LJR SLOVENIJE (Education Association of the P.R. of Slovenia)
Gospodska ul. 3, Ljubljana.
Svèt za šolstvo LJR Slovenije [37].
- 128 SVÈT ZA ŠOLSTVO LJR SLOVENIJE (Council of Education of the P.R. of Slovenia)
Pedagoški Center, Poljanska 28, Ljubljana.
- 129 ZAVOD ZA NAPREDEK ŠOLSTVA LJR SLOVENIJE (Institute for the Advancement of Public Instruction of the P.R. of Slovenia)
Poljanska 28, Ljubljana.
- 130 ZVEZA PEDAGOŠKIH DRUŠTEV V SLOVENIJI (Union of Education Associations in Slovenia)
Poljanska 28, Ljubljana.
- 131 ZVEZA PRIJATELJEV MLADIH SLOVENIJE (Union of Friends of Young People of Slovenia)
Miklošičeva 16/II, Ljubljana.
Zavod za unapređivanje i proučavanje školstva NR Makedonije [87].

- 132 **SVAZ SPOLKOV O ORGANIZACIJI PRE OHRANU DETI VOJVODINY** (Popular Union of the Organization for the Education of Vojvodina Children)
Novi Sad.

Furnishers of textbooks include:

- 133 **ZAVOD ZA IZDAVANJE UDŽBENIKA NR SRBIJE** (Institute of the P.R. of Serbia for the Publishing of Textbooks)

Obilićev Venac 5, fah 312, Beograd.

In 1960 this institute became the sole publisher of textbooks for all schools and universities in the territory of the P.R. of Serbia. Catalogues of textbooks, manuals and other publications for elementary schools, gymnasia, vocational schools, higher schools and universities, schools for adults and for national minorities are available.

Publishing enterprises printing works for education include:

Zavod za izdavanje udžbenika NR Srbije, Obilićev venac 5, Beograd.

Jugoslavija, Terazije 31, fah 62, Beograd.

Kosmos, Narodnog fronta 6, fah 683, Beograd.

Mlado pokoljenje, Proleterskih brigada 8, fah 188, Beograd.

Nolit, Terazije 27/II, fah 369, Beograd.

Savremena škola, Nušićeva ul. 6/III, fah 762, Beograd.

Naprijed, Trg Republike 15, fah 88, Zagreb.

Školska knjiga, Prilaz JNA 2, fah 72, Zagreb.

Znanje, Socijalističke revolucije 17, Zagreb.

Državna založba Slovenije, Mestni trg 25, fah 50, Ljubljana.

Mladinska knjiga, Čopova 38, fah 36, Ljubljana.

Založba Obzorja, Maistrova 5, fah 73, Maribor.

Svetlost, Radojke Lakić 7, fah 149, Sarajevo.

Veselin Masleša, Sime Milutinovića 4, fah 382, Sarajevo.

Kultura, Ivana Milutinovića 1, fah 107, Skopje.

Prosvetno delo, Ivana Milutinovića 1, fah 382, Skopje.

Narodna knjiga, Bajova ul., fah 39, Cetinje.

Grafički zavod, Titograd.

Bratsvo-Jedinstvo, Arse Todorovića 11, fah 96, Novi Sad.

Forum, Vojvode Mišića 1, fah 206, Novi Sad.

Rilindja, Zeinel Salihi 4, fah 44, Priština.

Suppliers of textbooks for vocational schools and universities include:

Gradjevinska knjiga, Masarikova 2, fah 708, Beograd.

Medicinska knjiga, Bojanska ul. 21, fah 681, Beograd.

Naučna knjiga, Knez Mihailova 40, fah 690, Beograd.

Savremena administracija, Ul. 7 Jula 15a, fah 479, Beograd.

Tehnička knjiga, Ul. 7 Jula 26, fah 307, Beograd.
Tehnička knjiga, Jurišićeva ul. 2, fah 17, Zagreb.

There are several publishers of textbooks for national minorities:

Rilindja, Zeinel Salihi 4, fah 44, Priština (for national minorities in Kosovo-Metohija).

Libertatea, Vršac (for Rumanians).

Bratstvo-Jedinstvo, Novi Sad (for Hungarians).

Kultura, Bački Petrovac (for the Slovaks).

Rusko Slovo, Ruski Krstur (for the Ruthenians).

Prosvetno delo, Ivana Milutinovića 1, Skopje (for Albanians and Turks).

A publisher of textbooks for special schools is Kosmos, ul. Narodnog fronta 76, Beograd (textbooks for the deaf and dumb).

Catalogues of publications include:

- 134 *Izveštaji o izvršenju izdavačkih planova* (Reports concerning the execution of publications plans). Beograd, Knjiga i svet, April 1959. (Annex) 175 p. Complete list of books published in 1958. Contains list of all textbooks published in that year.

- 135 *Katalog Sajma knjiga 1959* (Catalogue of the 1959 Book Fair). Beograd, Udruženje izdavačkih preduzeća i organizacija FNRJ, Biro za izložbe i sajmove knjiga, 1959. 792 p.

Guide to the Book Fair 1959, containing a complete list of Yugoslav publishers and catalogues of publications. A similar guide of the 1960 Book Fair was published in 1960, 877 p.

- 136 **INFORMATIVNA SLUŽBA JUGOSLAVIJE. Katalog članaka i publikacija o Jugoslaviji na stranim jezicima** (Catalogue of articles and other publications on Yugoslavia in foreign languages). Beograd, Publicističko-izdavački zavod, 'Jugoslavija', 1960-Annual.

Appeared irregularly a few times before 1960. Contains lists of articles and publications with short annotations on the social, political, economic and cultural life in Yugoslavia, written in English, French, German, Russian and Spanish. One chapter of the catalogue is devoted to science, education and culture.

Information on furnishers of teaching aids is provided in:

- 137 *Materijalni položaj ustanova u oblasti prosvete* (The financial condition of institutions in the field of education). Beograd, Sekretarijat Saveznog izvršnog veća za prosvetu i kulturu, 1959. 148 p.

Chapter VI of this book contains information on suppliers of equipment, furniture and teaching aids for schools, p. 52-60. (Limited distribution.)

- 138 SAVEZNI ZAVOD ZA PROUČAVANJE ŠKOLSKIH I PROSVETNIH PITANJA. *Nastava prirodnih nauka u osnovnoj školi* (The teaching of natural sciences in elementary schools). Beograd, Savremena škola, 1959. 441 p.

Report of a conference on the teaching of the natural sciences, including a list of producers and suppliers of teaching aids and school furniture in Yugoslavia.

Teaching aids are supplied by:

- 139 SAVREMENA ŠKOLA, SEKTOR UČILA (Teaching Equipment Centre of Savremena Škola)
Nušićeva ul. 6/III, Beograd.
- 140 ZAVOD ZA NASTAVNA SREDSTVA I ŠKOLSKU OPREMU (Institute for Study Materials and School Equipment)
Terazije 10, Beograd.
- 141 ZAVOD ZA ŠKOLSKU OPREMU (Institute for school equipment)
Blajvajssova 24, Zagreb.

A supplier of educational films is

- 142 SAVEZNI CENTAR ZA NASTAVNI I KULTURNO-PROSVETNI FILM (Federal Centre for Cultural and Educational Films)

Maršala Tita 2, Beograd.

Distributes cultural and educational films; supplies equipment, projectors and films to institutions for adult education; arranges the exchange of educational and cultural films among the people's republics; supervises the production of films; undertakes measures for the purchase of foreign educational and cultural films and organizes their showing in the country; compiles statistics concerning these activities. In order to carry out these functions the centre co-operates closely with centres in the republics, with State organs and other establishments and organizations, and with expert commissions. The centre publishes the periodical *Film u prosvetljanju* (Films in education). [See also 151.]

Educational film centres in the republics and regions include:

- 143 KULTURNI CENTAR BEOGRADA (Cultural Centre of Belgrade)
Bulevar Revolucije 1/a, Beograd.
- 144 CENTAR ZA KULTURNO-PROSVJETNI I ODGOJNO-OBRAZOVNI FILM PRI SAVJETU ZA NAUKU I KULTURU NR HRVATSKE (Centre for Cultural and Educational Films attached to the Council for Education and Culture of the P.R. of Croatia)
Trg Jože Vlahovića 6, Zagreb.

- 145 ZAVOD ZA ŠOLSKI IN POUČNI FILM LJR SLOVENIJE (Institute for School and Educational Films of the P.R. of Slovenia)

Grošljeva 4, Ljubljana.

- 146 CENTAR ZA KULTURNO-PROSVJETNI I VASPIITNO-OBRAZOVNI FILM NR BOSNE I HERCEGOVINE (Centre for Cultural and Educational Films of the P.R. of Bosnia-Herzegovina)

Pionirska 21, Sarajevo.

- 147 ZAVOD ZA KULTURNO-PROSVETNI I NASTAVNI FILM NR MAKEDONIJE (Institute for Cultural and Educational Films of the P.R. of Macedonia)

29 Novembra 4/b, Skopje.

- 148 CENTAR ZA KULTURNO-PROSVJETNI FILM NR CRNE GORE (Centre for Cultural and Educational Films of the P.R. of Montenegro)

Njegoševa ul. 2, Titograd.

- 149 KULTURNO-PROPAGANDNI CENTAR SREZA NOVI SAD (Centre for Culture and Public Information of the District of Novi Sad)

Pap Pavla 45, Novi Sad.

- 150 CENTAR ZA PROSVETNI FILM AUTONOMNE KOVOSKO-METOHISKE OBLASTI (Centre for Educational Films for the Autonomous Region of Kosovo-Metohija)

Priština.

Producers of educational films are:

Avala film, Aberdareva 1, Beograd.
Centralni studio filmskih novosti, Knez Mihailova 19, Beograd.
Dunav film, Brankova 14, Beograd.
Slavija film, Terazije 26/I, Beograd.
UFUS, Džordža Vashingtona 14, Beograd.
Zastava film, Filmski centar JNA, Košutnjak, Beograd.
Jadran film, Dubrava, Zagreb.
Zagreb film, Britanski trg 12, Zagreb.
Zora film, Kruga 48, Zagreb.
Triglav film, Ljubljana.
Viba film, Ljubljana.
Bosna film, Sarajevo.
Studio film, Sarajevo.
Vardar film, Skopje.
Lovćen film, Budva.

The following are distributors of films:

Morava film, Knez Mihailova 19, Beograd.
Croatia film, Katančićeva 3, Zagreb.
Vesna film, Ljubljana.
Boka film, Hercegnovi.
Kinema, Maršala Tita 17/II, Sarajevo.

Makedonija film, Skopje.
Zeta film, Budva.

A film catalogue may be consulted:

- 151 **SAVEZNI CENTAR ZA NASTAVNI I KULTURNO-PROSVETNI FILM.** *Katalog filmova za nastavu i kulturno-prosvetni rad* (Catalogue of films for teaching and cultural work). Beograd, 1960. 600 p.

Lists selected domestic and foreign films used in educational institutions. Gives the main data on each film: production year, producer, scenario, director, cameraman, length of film and duration of screening, width of reel, colour, synopsis and place where available.

Education associations

The Education Association of the Federal People's Republic of Yugoslavia was founded in 1950. After the education associations in the constituent republics had become autonomous, it became

- 152 **SAVEZ PEDAGOŠKIH DRUŠTAVA JUGOSLAVIJE** (Union of Education Associations of Yugoslavia)

Moše Pijade 12, Beograd.

The associations of the different republics are members of this union, which serves as link between them, co-ordinates their activities, assists them and represents them at international meetings. Among the union's functions: to promote educational theory and practice—exchanging experience; to make proposals and advise the educational authorities on the education of young people and adults. It co-operates closely with educational authorities and educators at home and abroad, organizes conferences and meetings and sends educators as representatives to meetings in Yugoslavia and other countries. With the co-operation of the associations of the republics, it issues periodicals and other publications.

Education associations of the six constituent republics are:

- 153 **PEDAGOŠKO DRUŠTVO NR SRBIJE** (Education Association of the P.R. of Serbia)

Terazije 26, Beograd.

Pedagoški književni zbor Pedagoškog društva NR Hrvatske [123].

Zveza pedagoških društva v Sloveniji [130].

- 154 **PEDAGOŠKO DRUŠTVO NR BOSNE I HERCEGOVINE** (Education Association of the P.R. of Bosnia-Herzegovina)

Dom Sindikata, Obala, Sarajevo.

- 155 **PEDAGOŠKO DRUŠTVO NR MAKEDONIJE** (Education Association of the P.R. of Macedonia)

Osnovna škola 'Goce Delčev', Skopje.

- 156 **PEDAGOŠKO DRUŠTVO NR CRNE GORE** (Education Association of the P.R. of Montenegro)

Centralno veće sindikata, Titograd.

Educational journals

Periodicals of the education associations include:

- 157 *Naša škola* (Our school). *Časopis za pedagoška pitanja* (Review for educational and cultural questions), 1955- . Sarajevo, Pedagoško društvo NR Bosne i Hercegovine. 10 issues a year.
- 158 *Naša stručna škola* (Our vocational school), 1953- . Beograd, Savez pedagoških društava FNRJ. Monthly.
- 159 *Nastava i vaspitanje* (Teaching and education). *Časopis za pedagoška pitanja* (Review for educational questions), 1952- . Beograd, Pedagoško društvo NR Srbije. 5 issues annually. Table of contents in French.
- 160 *Pedagoška stvarnost* (Current developments in education). *Časopis za školska i kulturno-prosvetna pitanja* (Review for educational and cultural questions), 1955- . Novi Sad, Pokrajinski Odbor Pedagoškog Društva NRS za Autonomnu pokrajinu Vojvodinu. 10 issues annually. Table of contents in French.
- 161 *Pedagoški rad* (Education work). *Časopis za pedagoška i kulturno-prosvetna pitanja* (Review for educational and cultural questions), 1946- . Zagreb, Pedagoško-književni zbor Pedagoškog društva NR Hrvatske. Monthly. Table of contents in French.
- 162 *Prosvetno delo* (Educational work). *Spisanje za pedagoški prašanja* (Review for educational questions), 1945- . Skopje, Pedagoško društvo NR Makedonije. 10 issues a year. In Macedonian.
- 163 *Savremena škola* (Contemporary school). *Časopis za pedagoška pitanja* (Review for educational questions), 1946- . Beograd, Savez pedagoških društava FNRJ. 8 issues a year. Table of contents in English and French.
- 164 *Sobodna pedagogika* (Contemporary education), 1950- . Ljubljana, Zveza pedagoških društev LJR Slovenije. 10 issues a year. In Slovenian.

Bulletins of some of the centres for education are:

- 165 *Bilten Pedagoškog centra Karlovac-Ogulin* (Bulletin of the Karlovac-Ogulin education centre), 1957- . Karlovac, Pedagoški centar Kotara Karlovac i Ogulin. Irregular.
- 166 *Bilten Zavoda za unapredjenje nastave i općeg obrazovanja NR Hrvatske* (Bulletin of the Institute for the Promotion of Teaching and General Education in the P.R. of Croatia), 1956- . Zagreb. 10 issues a year.

- 167 *Bilten Zavoda za unapredjenje školstva Narodne Republike Srbije* (Bulletin of the Institute for the Promotion of Education in the P.R. of Serbia), 1959- . Beograd. 6 issues a year. Table of contents in French.
- 168 *Poročilo Zavoda za napredak školstva Ljudske Republike Slovenije* (Bulletin of the Institute for the Promotion of Education in the P.R. of Slovenia), 1956- . Ljubljana. Irregular. In Slovenian.
- 169 *Stručno obrazovanje* (Vocational education), 1957- . Rijeka, Pedagoški centar za stručne škole Zavoda za unapredjenje školstva. Bi-monthly. Table of contents in English.
A journal for vocational school questions and practice.
- 170 *Život i škola* (Life and school). Časopis za pedagoška i kulturno-prosvjetna pitanja (Review for pedagogical and cultural-educational questions), 1952- . Osijek, Pedagoški centar u Osijeku. 10 issues a year.

[See 5 for the bulletin of the Federal Institute.]

Educational journals which are organs of associations of the teaching profession may be found in *An International list of educational periodicals* [International sources 3]. To that list may be added:

- 171 *Čovek i zanimanje* (Man and his profession), 1957- . Beograd, Jugoslovensko udruženje za profesionalnu orijentaciju. Monthly.
For questions of vocational guidance.
- 172 *Prosvetni delavec* (Educator), 1950- . Ljubljana, Republiški Odbor Sindikata prosvetnih in zdravstvenih delavcev LJRS. Fortnightly. In Slovenian.
- 173 *Prosvetni rad* (Education work). List sindikata prosvjetnih i naučnih radnika NR Crne Gore (Organ of the Trade Union of Educators and Scientists of the P.R. of Montenegro), 1954- . Titograd. Monthly.
- 174 *Školski vjesnik* (School journal). List prosvjetnih i naučnih radnika Dalmacije (Organ of educators and scientists of Dalmatia), 1951- . Split, Kotarski odbor sindikata prosvjetnih i naučnih radnika. 10 issues a year.

University bulletins are:

- 175 *Bilten na Univerzitetu vo Skopje* (Bulletin of the University of Skopje), 1959- . Skopje. Irregular. In Macedonian.

- 176 *Glasnik Univerziteta u Beogradu* (Herald of the University of Belgrade), 1957- . Beograd, Naučna knjiga. Irregular.
- 177 *Gledišta* (Opinions). Časopis Univerziteta u Beogradu (Periodical of the University of Belgrade), 1960- . Beograd. Bi-monthly.
- 178 *Sveučilišni vjesnik* (University gazette), 1955- . Zagreb. Quarterly.
- 179 *Univerzitet danas* (University today), 1960- . Beograd, Zajednica jugoslovenskih univerziteta. 10 issues a year.
Put out by the Association of Yugoslav Universities.

Educational statistics

The Federal Institute for Statistics publishes year-books with sections on education, and statistical bulletins of which certain numbers are devoted to education. All publications are available at the

- 180 KOMERCIJALNO ODELENJE SAVEZNOG ZAVODA ZA STATISTIKU (Sales Department of the Federal Institute for Statistics)
Knez Miloša 20, Beograd.

It publishes:

- 181 SAVEZNI ZAVOD ZA STATISTIKU. *Pregled statističkih publikacija* (List of statistical publications). Beograd, Avgust 1959. 24 p.
Contains complete list of publications of the Federal Institute for Statistics.
- 182 —. *Statistički godišnjak FNRJ* (Statistical year-book of the F.P.R. of Yugoslavia). Beograd, 1954- . Annual.
Data on schools by type and level, by republic; on teachers by sex, by type of school; on pupils by sex; on students in higher education, by sex, faculty and year of study; on graduates; on expenditure.
- 183 *Statistički bilten* (Statistical bulletin), 1950- . Beograd. Irregular.
French and/or English translation of table of contents and subject headings available separately. List of bulletins dealing with education:
No. 2. 'Prosveta, nauka i kultura 1949-1950' (Education, science and culture), Oktobar 1950.
No. 10. 'Prosveta, nauka i kultura 1936/37-1938/39 i 1946/47-1950/51' (Education, science and culture), Juli 1952.
No. 20. 'Visoke škole 1951-1952' (Schools of higher education), Juli 1953.
No. 24. 'Škole po srezovima 1951/52' (Schools by districts), April 1954.
No. 26. 'Osnovne i srednje škole 1951/52' (Elementary and secondary schools), Decembar 1954.
No. 27. 'Uspeh i kretanje učenika u školama 1951/52-1952/53' (Success and promotion of pupils), Juli 1954.
No. 36. 'Školske zgrade. Rezultati popisa 1951 god' (School buildings. Results of census made in 1951), Mart 1955.

- No. 39. 'Uspeh i kretanje učenika i studenata u školama 1952/53-1953/54' (Success and promotion of pupils), Maj 1953.
- No. 43. 'Osnove i srednje škole 1952/53' (Elementary and secondary schools), Juni 1955.
- No. 49. 'Osnovne i srednje škole 1953/54 i 1954/55' (Elementary and secondary schools), Oktobar 1955.
- No. 50. 'Visoke škole 1952/53 i 1953/54' (Schools of higher education), Oktobar 1955.
- No. 59. 'Visoke škole 1954/55' (Schools of higher education), Oktobar 1956.
- No. 72. 'Osnovne i srednje škole 1954/55 i 1955/56' (Elementary and secondary schools), Mart 1957.
- No. 82. 'Uspeh školovanja u osnovnim i srednjim školama krajem 1956/57 školske godine—prethodni rezultati' (Success at elementary and secondary schools at end of 1956/57—preliminary results), Avgust 1957.
- No. 94. 'Visoke škole 1955/56' (Schools of higher learning), Oktobar 1957.
- No. 103. 'Uspeh na popravnim ispitima 1956/57 i upis učenika 1957/58 u osnovne i srednje škole—prethodni podaci' (Results of repeated examinations 1956/57 and enrolment of pupils for 1957/58 in elementary and secondary schools—preliminary data), Decembar 1957.
- No. 118. 'Osnovne i srednje škole 1955/56' (Elementary and secondary schools), Juni 1958.
- No. 120. 'Visoke škole 1956/57' (Schools of higher education), Juli 1958.
- No. 122. 'Osnovne i srednje škole 1956/57' (Elementary and secondary schools), Avgust 1958.
- No. 141. 'Učenici u privredi. Rezultati registracije na dan 31-III-1958' (Apprentices. Enrolment results on 31 March 1958), Juli 1959.
- No. 156. 'Visoke škole 1957/58' (Higher education), Decembar 1959.
- No. 158. 'Osnovne i srednje škole 1957/58' (Elementary and secondary schools), Decembar 1959.
- No. 167. 'Učenici u privredi. Rezultati registracije na dan 31-III-1959' (Apprentices. Enrolment results on 31 March 1959), April, 1960.
- No. 194. 'Osnovne i srednje škole 1958/59' (Elementary and secondary schools), Januar 1961.

Statistical material pertaining to the republics is available at the institutes for statistics of the different republics:

- 184 ZAVOD ZA STATISTIKU NR SRBIJE
Beograd.
- 185 ZAVOD ZA STATISTIKU NR HRVATSKE
Zagreb.
- 186 ZAVOD ZA STATISTIKU LJR SLOVENIJE
Ljubljana.

Education biography

Special directories do not exist. However, the following publications include information on educators:

- 187 *Enciklopedija Jugoslavije* (Encyclopaedia of Yugoslavia). Zagreb, Leksikografski zavod, 1955-. In progress.

- 188 *Ko je ko u Jugoslaviji, biografski podaci o jugoslovenskim savremenikima* (Who's who in Yugoslavia, biographical data on contemporary Yugoslavs). Beograd, Sedma sila, 1957. 810 p.
- 189 *Leksikon Minerva*. Zagreb, Minerva, 1936. 1,583 p.
- 190 *Narodna enciklopedija srpsko-hrvatsko-slovenačka* (Popular Serbo-Croat-Slovenian encyclopaedia). Zagreb, Bibliografski zavod, 1925-29. 4 vols.
- 191 *Pedagogijski leksikon* (Education lexicon). Zagreb, Minerva, 1939. 471 p.
- 192 *Priručni leksikon* (Reference lexicon). Zagreb, Znanje, 1959. 1,103 p.
- 193 *Slovenski biografski leksikon* (Slovenian biographical lexicon). Ljubljana, Slovenska akademija znanosti in umetnosti, 1925-. In progress.
- 194 *Sveznanje, opšti enciklopedijski leksikon* (Sveznanje, general encyclopaedic lexicon). Beograd, Narodno delo, 1937. 2 vols.
- [See also 163.]

Education libraries and museums

Some of the major research libraries are attached to institutions listed above [1, 81-93]. Another may be added for Slovenia:

- 195 BIBLIOTEKA ZAVODA ZA POUČAVANJE IN IZOBRAŽEVANJE ODRASLIH (Library of the Association for Teaching and Training of Adults)
Župančičeva 8, Ljubljana.

Teachers college and university libraries include:

- 196 BIBLIOTEKA PEDAGOŠKOG SEMINARA FILOZOFSKOG FAKULTETA UNIVERZITETA U BEOGRADU (Library of the Education Seminar of the Faculty of Philosophy, University of Belgrade)
Studentski trg 1, Beograd.
- 197 BIBLIOTEKA UČITELJSKE ŠKOLE (Library of the School for Teachers)
Narodnog Fronta 43, Beograd.
- 198 BIBLIOTEKA VIŠE PEDAGOŠKE ŠKOLE U BEOGRADU (Library of the Institute of Education in Belgrade)
Cara Dušana 13, Beograd.
- 199 BIBLIOTEKA PEDAGOŠKOG INSTITUTA (Library of the Education Institute)
Savska cesta 77, Zagreb.
- 200 BIBLIOTEKA VIŠE PEDAGOŠKE ŠKOLE (Library of the Institute of Education)
Jurišićeva 3, Zagreb.
- 201 BIBLIOTEKA VIŠE PEDAGOŠKE ŠKOLE (Library of the Institute of Education)
Split.

- 202 BIBLIOTEKA INŠTITUTA ZA PEDAGOGIGO (Library of the Institute for Education)
Vegova 4, Ljubljana.
- 203 BIBLIOTEKA VIŠJE PEDAGOŠKE ŠOLE (Library of the Institute of Education)
Stari trg 34, Ljubljana.
- 204 BIBLIOTEKA VIŠJE PEDAGOŠKE ŠKOLE (Library of the Institute of Education)
Obala Vojvode Stepe 13, Sarajevo.
- 205 BIBLIOTEKA UČITELJSKE ŠKOLE 'NIKOLA KUREV' (Library of the Nikola Kurev School for Teachers)
Djuro Djakovića 69, Skopje.
- 206 BIBLIOTEKA VIŠJE PEDAGOŠKE ŠKOLE (Library of the Institute of Education)
Leningradska 9, Skopje.
- 207 BIBLIOTEKA VIŠJE PEDAGOŠKE ŠKOLE (Library of the Institute of Education)
Djuro Djakovića 7, Novi Sad.
- 208 BIBLIOTEKA VIŠJE PEDAGOŠKE ŠKOLE (Library of the Institute of Education)
Svetozara Markovića 6, Novi Sad.

Special libraries include:

- BIBLIOTEKA PEDAGOŠKOG DRUŠTVA SRBIJE (Library of the Education Society of Serbia) [153].
- 209 BIBLIOTEKA PEDAGOŠKOG CENTRA (Library of the Education Centre)
Medulićeva 33, Zagreb.
- BIBLIOTEKA PEDAGOŠKOG KNJIŽEVNOG ZBORA (Library of the Pedagogical Literary Assembly) [123].
- 210 BIBLIOTEKA PEDAGOŠKOG CENTRA (Library of the Education Centre)
Poljanska 28, Ljubljana.

See also the Croat School Museum [212], to which a library is attached.

Public libraries have no education departments.
There are several school museums:

- 211 ŠKOLSKI MUZEJ
Avalska 10, Beograd.
- 212 ŠKOLSKI MUZEJ
Trg Maršala Tita 4, Zagreb.
- 213 ŠKOLSKI MUZEJ
Poljanska cesta 30, Ljubljana.

Inter-availability of educational resources

Information on the exchange of persons or of educational material may be obtained from:

- 214 KOMISIJA ZA KULTURNE VEZE SA INOSTRANSTVOM (Commission for Cultural Relations with Foreign Countries)
Beograd.
A commission of the Secretariat of the Federal Executive Council for Education and Culture. Interested in the exchange of students and educators.
- 215 SAVEZ STUDENATA JUGOSLAVIJE (Union of students of Yugoslavia)
Centralni Odbor, Trg Marksa i Engelsa 5, Beograd.
Deals with the exchange of students.
- 216 SAVEZNI SAVET ZA NAUČNI RAD (Federal Council for Scientific Research)
Božidar Adžije ul. 11, Beograd.
Deals with the exchange of research workers.

The Savezni zavod za proučavanje školskih i prosvetnih pitanja [1] handles the exchange of educational material.

For a reference work on opportunities for foreign study, see *Study abroad* [International sources 10].

For general information on the Condominium consult the two works below:

- 1 O'REILLY, Patrick. *Bibliographie méthodique, analytique et critique des Nouvelles-Hébrides*. Paris, Musée de l'Homme, 1958. xi, 304 p. (Publications de la Société des océanistes, no. 8.)

Contains bibliographies, as well as sections on anthropology, ethnography, history and geography, missions, etc. General rather than educational information.

- 2 UNITED KINGDOM. COLONIAL OFFICE. *Report on New Hebrides Anglo-French Condominium*. London, HMSO, 1920- . Biennial.

[See also 4-8 in the chapter United Kingdom Pacific territories, general.]

The French and British administrations run separate educational systems. The French administration has established free primary schools for all races, as well as for Melanesian children in particular, while the British administration subsidizes a small primary school for all races.

All the missions carry on educational work. The Presbyterian mission, for instance, runs a high school and a teacher training school.

Most post-primary schooling is taken overseas.

For further details on the educational system and its administration, see the *World survey of education—III*, p. 1476-7 [International sources 8].

It remains for this concluding chapter of the *International guide to educational documentation* to provide a summary of materials not classifiable elsewhere.

In a general form, each national chapter of the volume is a guide to sources within the country pertinent to the study of that country's educational system. The remaining literature may be accounted for by the following categories: international, comparative and foreign.

International education, properly defined, covers the workings of international programmes in education. The corresponding publications may be traced through the chapter 'International sources' at the beginning of this book. It may be noted, however, that various forms of international co-operation such as congresses, conferences, technical assistance and so on are treated here only incidentally; they require further bibliographical attention. At the same time, the approach through international organizations adopted in 'International sources' brings to light a number of publications which are systematic collections of national data rather than materials about international education. Evidence of this fact may be seen in the number of back references from national chapters to international sources.

Comparative education has been defined in various ways. It attempts to effect scientific comparisons between educational systems or practices in order to throw light on the process of education generally or in part. From this standpoint, the literature of comparative education has been treated in the *International guide* as one aspect of educational research and studies. The reader will find references at the relevant place in many national chapters. It must be admitted, however, that a cumulation of these references in a single chapter would be useful and significant, since the development of comparative education accompanies and supports international education. Moreover, much of the literature presently termed comparative is in fact descriptive of single educational systems, and therefore belongs in the third category.

By foreign education may be understood studies of educational systems other than the author's own, when the intent is to give descriptions and explanations rather than valid comparisons. A certain measure of comparison is inevitable, since the author's judgements must be based on experience in his national system. This literature is difficult to locate, and is too seldom handled in bibliographical works, though some notable exceptions may be found in the sources listed under comparative education in national chapters.

The works listed below are publications rather than reference sources. They have been derived directly from the national chapters contained in the *International guide*. Because the interest lies in the subject matter rather than the country of origin, entries are placed under the name of the country described.

Albania

- 1 NESTEROV, A. V. *Albanskaja škola na putjah političeskogo obučeniya* (Polytechnical training in Albanian schools). Saratov, 1958. 26 p. Bibliography of 21 titles.
- 2 ——. *Kratkij očerk razvitiya prosveščeniya i kul'tury v narodnoj Albanii* (A brief survey of the development of education and culture in People's Albania). Saratov, 1958. 82 p.

Special attention is given in this Russian work to the development of the system of public education in Albania in connexion with the People's Assembly's Decree of 17 August 1946 for its reform.

Belgium

- 3 PLANTE, G. *Les objectifs de l'enseignement secondaire dans le milieu culturel français de Belgique*. Montréal, Centre de psychologie et de pédagogie, 1954. 222 p.

Bolivia

- 4 RUBIO ORBE, Gonzalo. *Educación fundamental*. Quito, Casa de la Cultura Ecuatoriana, 1954. 103 p.
A collection of four studies on fundamental education, treating the subject from both a general point of view and with special application to Bolivia, where the author was for some time a Unesco expert. The Ecuadorian situation is frequently cited for comparative purposes.

Bulgaria

- 5 DOBRUSKIN, Mark Evseevič. *Kul'turnoe stroitel'stvo v Narodnoj Bolgarii* (Cultural development in People's Bulgaria). Moskva, Gospolitizdat, 1957. 132 p.

Chapters 1, 2 and 4 describe in detail the cultural revolution in Bulgaria, the development of public education and science, and the work of cultural and educational institutions in modern Bulgaria.

Ceylon

- 6 AUSTRALIA. COMMONWEALTH OFFICE OF EDUCATION. *Education in Ceylon*. Sydney, 1960. 9 p. (Education overseas, 3).

China

- 7 BORDADYN, A.; VLASOV, G.; ŽIGAREV, L. *Šagaet Kitaj. Professional'no-tehničeskoe obrazovanie v Kitae* (China marches on. Vocational-technical education in China). Moskva, Trudrezervizdat, 1959. 150 p.
- 8 MARUŠEVIČ, A. I.; MONOSZON, É. I.; RJAKIN, M. N. *Škola i prosvetšenie v Narodnom Kitae. Sbornik statej* (Schools and education in People's China. Collection of articles). Moskva, Izd. APN RSFSR, 1957. 179 p.
- 9 MONBUSHO CHOSAKYOKU (Ministry of Education of Japan. Research Bureau). *Chukaminkoku ni okeru kyoiku seido no enkaku to gaikan—6.3.3 Sei o Chushin to shite* (History and outline of educational system in Republic of China, putting stress on 6.3.3 system). Tokyo, 1948. 61 p. (Kyoiku chosa, 6). Number 6 of the Educational research series.
- 10 ——. *Gendai Chugoku no kyoiku jijo* (Modern education in China). Tokyo, 1948. 131 p. (Kyoiku chosa, 10). Number 10 of the Educational research series.
- 11 VLASOV, Grigorij Il'ič. *Podgotovka rabočih kadrov v Kitae* (The training of skilled workers in China). Moskva, Trudrezervizdat, 1958. 214 p.
Deals in Russian with the origin and development of vocational schools in the Chinese People's Republic and the characteristics of these vocational schools; describes the training and educational work of these schools, particularly production training and the work of the teaching staffs.

Czechoslovakia

- 12 APRESOV, A. M.; ŽDANOV, F. P. *Podgotovka sredne-tehničeskikh kadrov v Čehoslovakii* (The training of intermediate technical personnel in Czechoslovakia). Moskva, CBTI, 1958. 27 p.
Based on materials collected during a mission abroad.
- 13 NAUČNAJA SESSIJA APN RSFSR, POSVJAŠČENNAJA 300-LETIJU OPUBLIKOVANJA SOBRANJA PEDAGOGIČESKIH TRUDOV JANA AMOSA KOMENSKOGO, 13-14 dekabrja 1957 g. (Scientific session of the APN RSFSR dedicated to the 300th anniversary of the publication of the collected didactic works of Comenius, 13-14 December 1957) [*Materialy*] (Papers), ed. by I. V. Čuvašev and A. I. Piskunov. Moskva, Izdatel'stvo APN RSFSR, 1959. 248 p.
These papers throw light on the various aspects of the life and work of the great Czech pedagogue and his educational and psychological views. Included is a bibliography of works by and about Comenius published in pre-Revolutionary Russia and the U.S.S.R., compiled by Professor D. O. Lordkipanidze (321 titles, p. 220-47).

Denmark

- 14 DIXON, Willis. *Education in Denmark*. London, Harrap; Copenhagen, Centraltrykkeriet, 1958. 223 p.
An English dissertation about Danish school history, with a chapter about the school laws of 1958. Selected bibliography included.

France

- 15 FRUMOV, S. A. *Parižskaja Kommuna v bor'be za demokratizaciju školy. Dokumenty i materialy* (The Paris Commune in the struggle for the democratization of schools: documents and papers). Moskva, Izd. APN RSFSR, 1958. 263 p.
Bibliography on p. 259-60 (24 titles in Russian and foreign languages). This book describes the struggle of the Paris Commune for secular education; the organization of schools, vocational training, out-of-school education, and children's homes.
- 16 HARADA, Taneo. *France ni okeru kyoiku kaikaku no doko to mondai* (Tendency of educational reformation and its problems in France). Tokyo, Kokuritsu Kokkai Toshokan, 1960. 94 p.
Published by the Japanese National Library's Research and Legislation Examination Bureau; gives a survey and data concerning educational reform in France from the First World War to 1959.
- 17 HOLTER, Åge. *Moralundervisning og politikk. Kampen om moralundervisning i fransk folkeskole 1879-1886* (Teaching of ethics and politics. The fight about moral instruction in French primary schools 1879-86). Oslo, Land og Kirke, 1956. 419 p. With French résumé.
Presents the first monograph of moral instruction in France. As instruction in ethics was regarded as an alternative to religious instruction, central ideas concerning the relationship between religious education and politics are discussed.
- 18 MONBUSHO CHOSAKYOKU (Ministry of Education. Research Bureau). *France ni okeru kyoiku kaikaku an—Langevin linkai no toshin* (Educational reform programme in France—Recommendations of the Langevin Commission). Tokyo, 1953. 80 p. (Kyoiku chosa, 36).
Number 36 of the Educational research series.
- 19 ——. *France ni okeru 1959 nen no kyoiku kaikaku* (Educational reform of 1959 in France). Tokyo, 1959. 46 p. (Kyoiku chosa, 54).
Number 54 of the Educational research series.
- 20 NAWROCZYŃSKI, Bogdan. *O szkolnictwie francuskim* (The French school system). Warszawa, Państwowe Wydawnictwo Naukowe, 1961. 144 p.
The general part of this Polish work contains a few historical data and information on political, economic and social bases of the organization and administration of the French school

system. The second part furnishes more detailed information on the schools of the primary and secondary levels, vocational schools, art and higher schools and extracurricular education.

- 21 XĒROTURĒS, I. *Peiramatika sholeia stēn Gallia* (Experimental schools in France). Athēnai, 1958.

Germany

- 22 CASAMAYOR, Enrique. *Escuela y enseñanza media en la Alemania Occidental*. Madrid, 1954. 164 p.
- 23 KARCEV, S. K.; KOVALENKO, I. G.; MUKIN, I. M. *Nekotorye voprosy professional'nogo obrazovaniya v Germanskoy Demokratičeskoj Respublike* (Some problems of vocational training in the German Democratic Republic). Moskva, Trudrezervizdat, 1957. 185 p.

The structure of vocational schools; samples of school curricula and manuals of teaching methods; the organization of the network of methodological institutions and their work; a survey of syllabuses and curricula of higher educational establishments; the training of teaching staffs for vocational schools.

- 24 MONBUSHO CHOSAKYOKU (Ministry of Education. Research Bureau). *Nishi Doitsu no gakko kyoiku seido* (School education system in West Germany). Tokyo, 1954. 133 p. (Kyoiku chosa, 39). Number 39 of the Educational research series.

- 25 PISKUNOV, Aleksej Ivanovič. *Očerki po istorii progressivnoj nemeckoj pedagogiki konca XVIII-načala XIX vv.* (Notes on the history of progressive German pedagogics at the end of the eighteenth and the beginning of the nineteenth century). Moskva, Izd-vo APN RSFSR, 1960. 200 p.

The author describes the philanthropic work and the theories on national education and pedagogics of V. Weitling. A bibliography (101 titles, in Russian and other languages), p. 193-9.

Honduras

- 26 BARDALES, Rafael B. *La educación en Honduras*. Madrid, Instituto de Cultura Hispánica, 1955. 56 p.

India

- 27 AUSTRALIA. COMMONWEALTH OFFICE OF EDUCATION. *Education in India*. Sydney, 1960. 17 p. (Education overseas, 2).
- 28 KONDAKOV, Mihail Ivanovič. *V školah Indii. Zapiski pedagoga* (In Indian schools: a teacher's notes). Moskva, Učpedgiz, 1959. 168 p.

The Russian author, who visited India in connexion with the 'Public Education in the U.S.S.R.' exhibition in 1956, describes his impressions of the country, its public education (system, administration, universities, schools, students), and the new trends in Indian pedagogics.

- 29 NUSENBAUM, Aleksandr Abelevič. *Narodnoe obrazovanie v Indii* (Public education in India). Moskva, Učpedgiz, 1958. 152 p.

An essay on the history and the system of public education in India, with detailed description of the present state of its separate branches. Bibliography on p. 147-50 (121 titles in Russian and foreign languages.)

Indonesia

- 30 AUSTRALIA. COMMONWEALTH OFFICE OF EDUCATION. *Education in Indonesia*. Sydney, 1960. 10 p. (Education overseas, 1).

Iran

- 31 DOROŠENKO, E. A. *Sistema prosveščeniya v Irane* (The educational system in Iran). Moskva, Izd. vostočnoj literatury, 1959. 84 p.

A brief outline of the history and the present state of public education in Iran from the end of the nineteenth century to the 1950's. The book includes statistical data. There is a bibliography on p. 77-80 (over 50 titles in Russian and other languages).

Mongolian People's Republic

- 32 MIHAJLOV, Georgij Ivanovič. *Kul'turnoe stroitel'stvo v MNR. Istoričeskij očerk* (Cultural development in the Mongolian People's Republic: an historical essay). Moskva, Izd. Akad. nauk SSSR, 1957. 222 p. Contains information regarding the development and present state of the system of public education in the Mongolian People's Republic.

Nigeria

- 33 AUSTRALIA. COMMONWEALTH OFFICE OF EDUCATION. *Education in Nigeria*. Sydney, 1960. 5 p. (Education overseas, 4).

Sweden

- 34 *Entwicklung und Wesen der schwedischen Volkshochschule dargestellt von schwedischen Volkshochschullehrern* (Development and nature of the Swedish people's college presented by the Swedish people's college teachers), ed. by Karl Hedlund. Berlin, Braunschweig; Hamburg, Westermann Verlag, 1950. 253 p.

Union of Soviet Socialist Republics

- 35 COGNIOT, Georges. *Connaissance de l'Union Soviétique*. Preface by François Billoux. Paris, Éditions sociales, 1956. 318 p.

- Contains a special section on problems of culture and national education. The author begins his survey of the system of public education and training in the U.S.S.R. with a discussion of institutions for infants and pre-primary children (crèches and kindergartens). The French reader is given information on Soviet general education at the primary and secondary levels and at higher educational and technical establishments, and there is also summary information on public education in the Soviet Union and autonomous republics and on education in the national languages. There is a full treatment of the Soviet press, publishing houses, libraries, science, literature, art, the outstanding achievements of Soviet scientists and the even greater prospects for the future. There is a special section on 'French culture in the U.S.S.R.' which deals with the dissemination of the works of French writers in the U.S.S.R., the French ballet and its popularity in the Soviet Union, and the French theatre in Moscow. There is a Soviet edition:
- COGNIOT, Georges. *Znakomstvo s Sovetskomo Sojuzom* (What to know about the Soviet Union). Moskva, Gospolitizdat, 1959. 288 p.
Preface by F. Billoux. Translation from the French.
- 36 FROESE, Leonhard. *Ideengeschichtliche Triebkräfte der Russischen und Sowjetischen Pädagogik* (Ideals governing Russian and Soviet education). Heidelberg, Quelle & Meyer, 1956. 196 p.
- 37 LEVIN, Deanna. *Soviet education today*. London, Staples Press, 1959. 170 p.
The outstanding feature of this work is the description of the Soviet public educational system and the friendly approach to the Soviet Union and its people. The author, who is an English school teacher, visited and studied in the U.S.S.R. before the last war, and also paid a visit after the war. The book contains information on Soviet education (primary, secondary and higher) and its history, and on pre-primary education, vocational training and special schools. Due attention is paid to the Soviet teacher and to the work of the R.S.S.F.R. Academy of Pedagogical Sciences. This work is discussed in an article:
- ĖKGOL'M, Igor' Karlovič. 'Pravdivaja kniga o prosvěščenii v SSSR' (A truthful book about education in the U.S.S.R.). In: *Sovetskaja pedagogika*, no. 12, 1959, p. 141-5.
- 38 LEWIN, Aleksander. *Problemy wychowania kolektywnego. Refleksje pedagogiczne na tle doświadczeń polskiego domu dziecka i szkoły na Uralu* (The problems of collective education...), 2nd ed. Warszawa, PZWS, 1955. 315 p.
This book by a Polish author is in two parts. Part I describes the author's personal teaching experience in the Polish Children's Home and in a school in the Urals, and Part II expounds his views on the principles and methods of educating a group of children. The author bases his ideas on the pedagogical theories of the celebrated Soviet educator, A. S. Makarenko. The bibliography contains 116 titles of books, and reviews articles in Polish and Russian.
- 39 MONBUSHO CHOSAKYOKU (Japanese Ministry of Education. Research Bureau). *Roshia kyoiku no rekishi* (History of Russian education). Tokyo, 1949. 191 p.
Kyoiku chosa (Educational research) series, extra issue.
- 40 NIETO CABALLERO, Agustín. *El secreto de Rusia*. Bogotá, Antares, 1960. 132 p.
First-hand observations on education in the U.S.S.R. by a Colombian visitor.
- 41 PECHERSKI, Mieczysław. *Reforma szkolnictwa w ZSRR* (Reform of education in U.S.S.R.). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1959. 263 p.
Three-part work of which the first is a general study of the organization of Soviet education in the years 1917-58; the second includes the texts of theses of the Central Party Committee and of the Council of Ministers, as well as the law voted on tightening the bonds between school and life and on the development of teaching in the U.S.S.R.; and the third—selected texts from the discussion on the school reform in the U.S.S.R.
- 42 PIERARD, A. 'O meždunarodnom značenii opyta kommunističeskogo vospitanija v SSSR' (The international significance of the experience of Communist education in the U.S.S.R.). In: *Sovetskaja pedagogika*, no. 11, 1957, p. 119-27.
A French Communist politician and writer describes the achievements of the U.S.S.R. in the field of public education and culture and their international significance; cites the dictatorship of the proletariat in the U.S.S.R. as the reason for the extraordinary rise in cultural standards; and discusses the nature of Communist education in the Soviet Union.
- 43 SECLÉTI-RIOU, F. (Mme). *Les méthodes d'enseignement en URSS. (La pédagogie soviétique)*. Preface by Henri Wallon. Paris, s.d. 44 p. (Collection du Centre culturel et économique France-URSS, Nouvelle série, 'Connaissance de l'URSS').
The French reader is given a brief description of the basic principles of Soviet educational theory and of the achievements of the Soviet Union in the field of public education, with the corresponding statistics. The introduction by the well-known French educationalist and psychologist H. Wallon describes the aims of Soviet education and discusses the organic connexion existing in Soviet education between pedagogics and politics, and between education and progressive social training.
- 44 VEJKŠAN, Vladimir Aleksandrovič. 'Zarubežnye pedagogi i obščestvennye dejateli o škole i prosvěščenii v SSSR' (Writings of foreign pedagogues and social workers on the subject of Soviet schools and education). In: *Sovetskaja pedagogika*, no. 11, 1957, p. 139-149.
Discusses the importance of the Soviet Union's achievements in the field of public education and culture, as seen by Z. Nejedlý, G. Cogniot and educationalists and educational publications in the Chinese and Polish People's Republics and by I. Linhart, Secléti-Riou, J. Rogissart and Erlander.
- 45 VOLPICELLI, Luigi. *Die sowjetische Schule. Wandel und Gestalt* (The Soviet School. Changes and present organization). Heidelberg, Quelle & Meyer, 1958. 267 p.

United Kingdom

- 46 BUŠUEV, A. V.; ROGOZINSKII, K. A. *Laboratornoe oborudovanie v anglijskoj vyšej škole i na 41-oj Britanskoj vystavke priborov* (Laboratory equipment in English higher education and at the Forty-first British Exhibition of Instruments). Moskva, Sovetskaja nauka, 1958. 71 p.

Report by a Russian on a mission to England in 1957.

- 47 KOTŁOWSKI, Karol. *Szkola angielska po drugiej wojnie światowej* (English school after the Second World War). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1960. 172 p.

Work including an outline of history and data on the organization of national education after the Law of 1944. Remarks on English educational theory, teachers and the Scottish school system are contained in the last chapters of the book.

- 48 MONBUSHO CHOSAKYOKU (Japanese Ministry of Education. Research Bureau). *Igirisu ni okeru kyoiku kaizo no keikaku* (Reorganization programme of education in England). Tokyo, 1949. 58 p. (Kyoiku chosa, 27).¹

- 49 —. *Igirisu no seishonen kyoiku keikaku* (Programme for youth education in England). Tokyo, 1960. 131 p. (Kyoiku chosa, 56).

- 50 —. *Igirisu no 1944 Nen Kyoiku Ho* (Education Act of 1944 in England). Tokyo, 1953. 60 p. (Kyoiku chosa, 34).

- 51 —. *Kakkoku no koto kyoiku: II — Igirisu* (Higher education in various countries: II—England). Tokyo, 1958. 149 p. (Kyoiku chosa, 48).

- 52 —. *1944 Nen Kyoiku Ho ni motozuku Igirisu no shin kyoiku seido — Fu. 1944 Nen Kyoiku Ho shiko kisoku* (New educational system in England based on the Education Act of 1944—appendix. Schedules for 1944 Education Act). Tokyo, 1954. 202 p. (Kyoiku chosa, 38).

- 53 POTKONJAK, Nikola. *Pedagoško obrazovanje nastavnika osnovnih škola u Engleskoj i Velsu* (Educational training of elementary school teachers in England and Wales). Beograd, Nolit, 1956. 56 p. (Biblioteka 'Pedagoške sveske', 2).

- 54 RODRÍGUEZ, Manuel. *Un estado tutor de la enseñanza. El ejemplo de Inglaterra*. Madrid, 1952. 113 p.

- 55 SALIMOVA, K. I. *Bor'ba za narodnoe obrazovanie v čartistskom dvizenii* (The struggle for public education in the Chartist movement). Moskva, Izd-vo APN RSFSR, 1960. 135 p.

- 56 TUMIN-AL'MEDINGEN, Natalija Alekseevna. *Pedagogičeskie opyty i vzgljady R. Ouëna* (Pedagogical experiments and theories of R. Owen), ed. by E. Ja. Golant, et al. Moskva, Učpedgiz, 1960. 164 p.

In this work, the author gives the first description and analysis of the pedagogical work of Robert Owen in New Lanark, New Harmony and Harmony Hall. Bibliography of the works by and about R. Owen (71 titles, in Russian and other languages), p. 161-3.

United States of America

- 57 HUMAYUN KABIR. *An Indian looks at American education*. New Delhi, Eastern Economist, 1956. 21 p.

- 58 IM, Cheol-Sun. *Mi-gug-eui-dae-hag-je-do* (The university system in America). Seoul, Eui-seong-mun-hwa-sa, 1956. 157 p.

Gives a general idea of university education in America, showing academic organization and admission requirements. Includes material on degrees, fees, libraries, dormitories, etc.

- 59 LARREA, Julio. *La educación en los Estados Unidos*. Quito, Editorial Universitaria, 1960. 217 p.

A detailed study of the United States educational system. By an eminent Ecuadorian teacher who draws frequent parallels and contrasts with education in Latin America and in Ecuador in particular.

- 60 MONBUSHO CHOSAKYOKU (Japanese Ministry of Education. Research Bureau). *Amerika Gasshukoku no Boei Kyoiku Ho* (National Defense Education Act of the United States of America). Tokyo, 1959. 37 p.

A special issue of *Kyoiku chosa* (Educational research).²

- 61 —. *Amerika Gasshukoku no koto kyoiku* (Higher education in the United States of America). Tokyo, 1960. 167 p. (Kyoiku chosa, 58).

- 62 —. *Amerika Gasshukoku ni okeru kyoin ni kansuru shomondai—Fu Igirisu ni okeru kyoin dantai, kakkoku ni okeru kyoin no mibun* (Teachers' problems in the United States of America. Appendix: teachers' organization in England, teachers' status in various countries). Tokyo, 1948. 217 p. (Kyoiku chosa, 3).

- 63 —. *Amerika Gasshukoku ni okeru kyoin no kinmu futan* (Teaching load of teachers in the United States of America). Tokyo, 1959. 70 p. (Kyoiku chosa, 52).

- 64 —. *Amerika no kokyoiku zaisei tokei* (Statistics of public educational finance in the United States of America). Tokyo, 1949. 54 p. (Kyoiku chosa, 15).

1. Items 48-52 are from the Educational research series published in Japan.

2. Items 60-71 are from the Educational research series published in Japan.

- 65 MONBUSHO CHOSAKYOKU (Japanese Ministry of Education. Research Bureau). *Amerika ni okeru kyoiku shakai hosho sho settchi an* (Plan for the establishment of the U.S. Department of Health, Education and Welfare in the United States of America). Tokyo, 1950. 45 p. (Kyoiku chosa, 29).
- 66 ——. *Amerika ni okeru kyoiku zaisei* (Educational finance in the United States of America). Tokyo, 1949. 216 p. (Kyoiku chosa, 14).
- 67 ——. *Amerika ni okeru shu hojokin no bunpai* (Distribution of State subsidies in the United States of America). Tokyo, 1949. 111 p. (Kyoiku chosa, 24).
- 68 ——. *Amerika no Nipponjin oyobi Nikkei Amerikajin no kyoiku* (Education of Japanese and of Americans of Japanese parentage in the United States). Tokyo, 1951. 245 p. (Kyoiku chosa, 31).
- 69 ——. *Amerika no shakai kyoiku* (Social education in the United States of America). Tokyo, 1949. 155 p. (Kyoiku chosa, 22).
- 70 ——. *Kakkoku no Koto Kyoiku: I—Amerika Gasshukoku* (Higher education in various countries: I—United States of America). Tokyo, 1957. 165 p. (Kyoiku chosa, 47).
- 71 ——. *New York Shu no atarashii chukan gaku—chiho kyoiku gyosei tan-i kenkyu shiryō* (New Intermediate School District of New York State, the reference material for the study of a local educational administrative unit). Tokyo, 1949. 77 p. (Kyoiku chosa, 18).
- 72 PHOTINOPOULOS, I. *Ē ekpaideusis eis tas ēnōmenas politeias tēs Amerikēs* (Education in the United States of America). Athēnai, 1956. 290 p.
- 73 RICHMOND, William Kenneth. *Education in the U.S.A.: a comparative study*. London, Redman, 1956. 227 p.
- 74 STRÖMNES, Morten. *Laereplanutvikling og Laereplanproblem i U.S.A.* (Curriculum development and problems in the U.S.A.). Trondheim, Aschehoug, 1954. 462 p.
Problems concerning curriculum development and construction in the U.S.A. are discussed on the basis of the Norwegian author's studies in America. The first and second parts present the underlying factors in curriculum development and a survey of the main ideas during the last decade. The third part discusses the situation, dealing with problems of content, structure and integration.
[See also United Arab Republic 64, 66.]

Yugoslavia

- 75 BELLIOU, Henri. *Impressions sur l'enseignement yougoslave*. Paris, SEVPEN [1955]. 38 p. (Mémoires et documents scolaires, section étranger, no. 1).
- 76 KARCEV, S. K. *Sistema i organizacija profesional'nogo obrazovanija v Jugoslavii* (The system and organization of vocational training in Yugoslavia). Moskva, Trudrezervizdat, 1958. 71 p.
Deals with the work of industrial and trade schools, and gives samples of the curricula of vocational training. Also discusses questions like the administration of educational establishments and the training of teachers and instructors in vocational schools.

Index

Authors, titles and directory material (addresses of organizations, ministries, bureaux, etc.) are listed in alphabetical order in the index.

Each item is followed by an indication of the chapter where it is found and by the number of the item within the chapter. For example, the notation Ind 121 after the entry Allahabad University, *Research in education* indicates that this publication is found in the chapter for India and is numbered 121 in that chapter.

For title entries the name of a personal author is indicated in parentheses after the title, for example, *Apprenticeship in New Zealand* (McQueen), NZ 142. However, corporate authors are noted in this position only where there is a duplication of titles.

Where author entries are identical, they are given in alpha-

betical order of chapter symbols. For example, references to the Ministerio de Educación Pública of Costa Rica (Cos), and to its subordinate divisions and offices, precede similar references for the Ministerio de Educación Pública of Ecuador (Ec).

Although the country name is not given in author references, it will be recognized in the chapter abbreviation. For instance, in the case of the item listed as Ministerio de Educación, *Ley de educación*, Ven 9, the syllable Ven indicates Venezuela. The names United Kingdom and United States of America appear exceptionally in the index and only in relation¹ to materials included in chapters other than their own.

Articles have been omitted at the beginning of title references.

Following is a key to abbreviations adopted in the Index. For the order of chapters, see the Table of Contents.

An Antigua¹
Ar Argentina
Aus Australia
Ba Bahrain
Bar Barbados¹
Basut Basutoland¹
Bech Bechuanaland¹
Bel Belgium
Ber Bermuda¹
Bol Bolivia
Bra Brazil
Brit G British Guiana¹
Brit H British Honduras¹
Brit S British Solomon Islands
Protectorate¹
Brit V British Virgin Islands¹
Brun Brunei¹
Bul Bulgaria
Col Colombia
Cos Costa Rica
Cy Cyprus
Czech Czechoslovakia
Da Dahomey
Den Denmark
Dom Dominican Republic
Ec Ecuador
Falk Falkland Islands¹
For Foreign education
Fra France
Gam Gambia¹
Ger Federal Republic of Germany
and West Berlin
Gha Ghana
Gib Gibraltar¹
Gil Gilbert and Ellice Islands¹

Gre Greece
Gren Grenada¹
Gua Guatemala
Hai Haiti
Hon Honduras
Hong Hong Kong¹
Hun Hungary
Ice Iceland
Ind India
Int International sources
Ire Ireland
Is Israel
Jam Jamaica¹
Jap Japan
Ken Kenya
Kor Korea
Lux Luxembourg
Mal Federation of Malaya
Maur Mauritius¹
Mex Mexico
Mon Montserrat¹
N Bor North Borneo¹
NZ New Zealand
Neth Netherlands
New Heb New Hebrides
Nic Nicaragua
Nig Nigeria
Nor Norway
Pak Pakistan
Pan Panama
Par Paraguay
Pit Pitcairn Island¹
Pol Poland
St C St. Christopher-Nevis-
Anguilla¹

St H St. Helena¹
St L St. Lucia¹
St V St. Vincent¹
Sal El Salvador
Sar Sarawak¹
Sey Seychelles¹
Sier Sierra Leone
Sing Singapore¹
Swaz Swaziland¹
Swe Sweden
Swit Switzerland
Tan Tanganyika
Thai Thailand
Trin Trinidad and Tobago¹
Turks Turks and Caicos¹
UAR United Arab Republic
UK United Kingdom
UK Afr United Kingdom African
territories
UK Pac United Kingdom Pacific
territories
UK ter United Kingdom territories
USA United States of America
USSR Union of Soviet Socialist
Republics
Ugan Uganda¹
Ur Uruguay
Ven Venezuela
W Ind Federation of the West Indies¹
Yug Yugoslavia
Zan Zanzibar and Pemba

1. Found in chapters devoted to United Kingdom territories, as are Bahamas, Fiji, Malta and Tonga.

A

- ACER, see Australian Council for Educational Research
- A. I. Gercen. *Ukazatel' osnovnoj literatury* (Buhštub), USSR 511
- ALA, see American Library Association
- A.M.A.: *Journal of the Incorporated Association of Assistant Masters*, UK 177
- A.P.U.M., Mex 33
- A. S. Makarenko, *bibliografičeskij ukazatel'* (Hrustaleva), USSR 516
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- Adult education: bibliography of selected books*, Ind 106
- Adult education in Australia* (Alexander), Aus 53
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- African education: a study of education policy and practice in British tropical Africa*, UK Afr 19
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